



# AGED 539

## Internship in Agricultural Education



John H. Pitman High School  
Turlock, CA

Nicolette Schiber  
2018



# AGED 539 Project

Creation of Virtual Graduate  
Follow-Up Survey

# Project Proposal

(to be completed in conjunction with AGED 539)

Quality Criteria Number Addressed:

- Quality Criteria 9 – Program Accountability and Planning

Goal or Purpose of the Project:

- The Pitman Agriculture Department does not currently have a valuable and accurate means of tracking our outgoing students. It is my goal with this project to create a valuable and useful survey that can be sent digitally to all graduate students to track their education/career success and use this data to improve our program for future and current students.

Specific Objectives to Accomplish:

- Create a digital survey for graduate follow-up that captures information about education and career readiness as well as tracks the success of graduate students. This will also provide feedback for our department to make improvements to our program.

Estimated number of hours on this project:

- 15-20 hours total

Estimated expenditures on this project:

- \$0 – I plan to use google forms in order to complete this project

# Graduate Follow-Up Survey

\* Required

First Name \*

Your answer

Last Name

Your answer

Year Graduated From PHS \*

Choose

Current Education \*

Choose

If you are currently enrolled in college or trade school, what is your major/degree program? Examples would include "Agribusiness", "Animal Science", "Construction Management" etc. \*

Your answer



What is the highest level of education that you currently plan to undertake? \*

Your answer

Current Employment \*

Your answer

Current industry of employment or college coursework. \*

Please select the industry that your current employment/college coursework most closely aligns with

Choose

What is your current level of involvement in agriculture or related industries? \*

Choose

Did any of the following FFA/SAE activities assist you in being better prepared for your current employment or educational pursuits? \*

Please check all that apply

- ☐ Creation of resume and cover letter/job interview
- ☐ Public speaking including opening closing, creed, impromptu, prepared, or extemporaneous
- ☐ Project competition
- ☐ Proficiency application
- ☐ SAE recordbok
- ☐ SAE Project
- ☐ CDE team
- ☐ Other:

To what degree do you think your involvement with Pitman FFA impacted your future? \*

	1	2	3	4	5	
No impact whatsoever	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strong positive impact on my preparation for my future career/and or as an educated consumer of agricultural products

Please list the agriculture class(es) were you enrolled while at Pitman High School

Your answer

**What areas do you feel that Pitman FFA can improve in?**

Examples include facilities, course offerings, projects/assignments, etc.

Your answer

**What areas do you feel most benefit students in the Pitman FFA program? \***

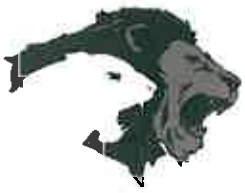
Your answer

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Google Forms



# AGED 539 Project

Implementation of TUSD Garden  
and Farm Management  
Curriculum

# **Pitman High School Agriculture Department**

## **AGED 539 Project**

My AGED 539 project consisted of designing and implementing a fully functional garden for the Turlock Unified School District school farm. This year I was tasked with being the farm management class instructor. This was a brand new class to the district/school with no curriculum or even a course outline to follow. The goal for this class, given by the CTE Director, was to create a school farm that our community would be proud of and construct facilities for our agriculture programs and elementary programs to use to enhance instruction. This class was held at the district farm on Taylor Rd. which is approximately six miles from the school campus and was to be held in a one hour class period. Each day when the bell rang, my nine students hurried to the van in order to get to the farm in time to have ample time to complete tasks.

Mr. Kevin McGuire from Turlock High School was also an instructor and shuttled Turlock students to the farm that same period. Kevin and I worked all year to build the corrals for the dairy/beef barn that was built before I was hired as well as create/implement a garden that is able to provide produce for our culinary classes and school food system.

Our first step was to establish a course outline, syllabus, goals, and criteria for the class. As this is supposed to be a very hands on class, little classroom work is required but we still needed a way to hold students accountable for their work out on the farm. We implemented a "Farm Management Log" where students track their progress every day after their work is done. This can be completed at home or back in class when we return to the classroom. They are required to fill out a personal objective, their task they wished to complete that day, and what they actually completed. This is to be returned every Monday when they check in before heading out to the farm. We also had a very mixed group of students in terms of interests. I created a form that all students filled out on the third week of school after their safety unit to disperse them according to their interests. Out at the farm they could either choose to work on the manufacturing of the beef/dairy facilities, work in the nut orchards, the fruit orchards, or help create a garden operation. Based on these results we were able to form groups for each of the above areas of interest. Every four weeks students rotated groups in order to make sure that they are getting every possible learning experience on the farm. There were times where we all had to work as a team to get tasks completed and so all groups would come together to harvest, weld, irrigate, prune, etc.

After forming all of the curriculum and planning of the farm, we were able to start our focus on working with students hands on at the farm. Kevin headed up the constructing side of things while I was in charge of the garden/orchards.

As stated before, my main goal was to create a fully functional garden that community members could be proud of. There was a lot of talk about how TUSD acquired this land and nothing is being done to it so it was my job this year to prove them wrong.

The following steps are needed to complete the project:

1. Justification and Approval
2. Create course outline
3. Create curriculum for course
4. Determine student interest
5. Establish relationship with horticulture stakeholders in community
6. Select area of land to develop
7. Prepare land to be planted
8. Receive seeds
9. Install irrigation
10. Plant seeds (various fruits and vegetables)
11. Maintenance of garden

#### Step 1: Justification and approval

When TUSD acquired this land, the community wanted to see it flourish and currently it is doing quite the opposite. The community reached out to the district about their frustrations on lack of progress with the farm. The district gave me the task to improve the view of the community by establishing a fully functional garden that will provide produce to the culinary classes, staff, and students. This farm will also be used for students in the Pitman and Turlock agriculture programs to use for their horticulture/floral design SAE projects, agriscience experiments, and summer projects.

#### Step 2/3: Create course outline/curriculum for course

Kevin McGuire and I worked with our CTE director to create a course outline for this class. Our CTE director is the one who implemented this class into the agriculture curriculum so we felt it was best to create with his input. We wanted our students to be held accountable for their work outside the farm and inside the classroom so we developed our curriculum for this class with that in mind. Our course outline displays what is expected of the students and a rough outline of what the year should look like. Our course description is: "This course is designed for students to apply and further develop skills they have learned in their previous agriculture courses, which are considered essential in the everyday management of the modern farm operation. The course addresses essential skills in three areas: farm maintenance, animal husbandry, and plant husbandry. Safety will be emphasized in all areas. In addition, each skill area will be modeled to acquaint the student with both the "hands on" skills required to complete each job, as well as the theory behind the use of such methods in animal and plant culture practices, in addition to farm maintenance procedures. Class time will be divided between the school site and the district farm facility. Students are expected to work as a team in the everyday management and maintenance of the

Turlock Unified District Farm.” As this is a hands on class, curriculum for this class is not a lot. Students will be required to fill out project proposal sheets, time sheets, and weekly work write ups in order for them to receive a grade for their work on the farm.

#### Step 4: Determine student interest

A lot of the students in this class had never taken an agriculture class before and as a new teacher I didn't know any of the students. With so many different areas at the farm and so many different students we felt they would be most productive in an environment that they are more passionate about. From there we established an interest profile where students explored the farm for a day and then filled out the farm interest worksheet. From there, we took that data and formed small groups to handle the various projects at the farm.

#### Step 5: Establish relationships with local stakeholders in the community

Unfortunately, in the past the Pitman Agriculture Department has had a strained relationship with community members and staff on campus. It was a goal for myself this year to improve these relationships especially with community members. We had a lot of funding from CTE to complete anything we need at the farm but I wanted to first form a bond with local agriculturalists to see if they would be willing to help build this farm. I was able to form a great relationship with Jay DeGraff who owns The Greenery, a very profitable horticulture business, in Turlock. He was willing to donate various fertilizers, plants, tools, etc. in order to get it started. He reached out and said he appreciates being asked to be involved in the process. Since then he has recruited other stakeholders in the community to help out and we have virtually had to spend zero money in order to get this up and running. Jay now serves on our district and school advisory committee.

#### Step 6: Select an area of land to develop

Fortunately there was already a space that had irrigation set up with enough space to form a pretty large garden. This space will be between the animal facilities and the orchards to form a break between the two. This space will already have an irrigation system set up and is at a point on the land that the area will not get flooded if it does rain in large amounts. I plan on encroaching on the compost space in the future to form a cut flower garden as well (next year).

#### Step 7: Prepare land to be planted

We are fortunate enough to have a farm manager who can set up the “classroom/farm” before we head out there. Damon, our farm manager, used a tractor to till up the soil and water it before we went out there to prepare beds for planting. After Damon set up the plots, the students will spread fertilizer and prepare rows for planting which will take about a week for all plots.

#### Step 8: Receive Seeds

As stated before, Jay Degraff was able to donate a lot of various vegetable plugs for students to plant and was also able to get us in contact with a company in Ripon, CA that donated about \$1,500 worth of vegetable seeds.

#### Step 9: Install Irrigation

Fortunately, the irrigation systems were all installed when the farm was developed a few years ago. The only thing students had to do was lay out drip tape and connect it to the irrigation pipes to provide water to the plants.

#### Step 10: Plant seeds

Planting will usually take about four days to plant all plots of land. Students were educated on the plants they were going to plant so they knew the depth to plant each seed and the requirements for each crop. For the plugs, students simply took the plants out of the trays and planted them in their designated rows.

#### Step 11: Maintenance of Garden

Maintenance is always an ongoing process. Every week students are required to weed, check drip lines, and manage pests in the garden. Students quickly learned that letting weeds go without taking them out for a few weeks does more harm than good to themselves and the plants. Something will always happen out there so students need to be flexible and educated on various information in order to keep the garden running smoothly and successfully.



# COURSE OF STUDY

Revised: 8/10/17

<b>Course Title:</b>	<b>Farm Management</b>
<b>Grade Level:</b>	<b>11<sup>th</sup>-12<sup>th</sup></b>
<b>Prerequisites:</b>	<b>Completion of two Agriculture Courses</b>
<b>Length of Course:</b>	<b>Two Semesters</b>
<b>Credits</b>	<b>Five Per Semester</b>

## **Course Description: (fulfills 1 year of physical science)**

This course is designed for students to apply and further develop skills they have learned in their previous agriculture courses, which are considered essential in the everyday management of the modern farm operation. The course addresses essential skills in three areas: farm maintenance, animal husbandry, and plant husbandry. Safety will be emphasized in all areas. In addition, each skill area will be modeled to acquaint the student with both the “hands on” skills required to complete each job, as well as the theory behind the use of such methods in animal and plant culture practices, in addition to farm maintenance procedures. Class time will be divided between the school site and the district farm facility. Students are expected to work as a team in the everyday management and maintenance of the Turlock Unified District Farm.

## **Course Objectives:**

### **OBJECTIVES: STUDENTS WILL:**

***\*Texts/Readings: \* Text –***

***Supplemental Materials***

***Periodicals: FFA New Horizons***

## **Pacing Guide: (VERY tentative)**

**Week 1: Safety on the farm**

**Week 2: Farm Safety**

**Week 3: Discovery Week: Find your interest**

**Week 4: Harvesting tomatoes**

**Week 5: Harvesting tomatoes/creating rows in other gardens**

**Week 6: start construction on beef/day barn...continue creating more garden rows**

**Week 7:Dairy/beef barn construction...harvesting/cultivating**

**Week 8:Dairy/beef barn construction...harvesting/cultivating**

**Week 9:Dairy/beef barn construction...harvesting/cultivating**

**Week 10:Rip out all summer crops/almond orchard work**

**Week 11: Almond orchard work (all groups)**

**Week 12: Almond orchard work (all groups)**

**Week 13: Plant winter crops...Dairy/Beef construction**

**Week 14: Plant winter crops...Dairy/Beef construction**  
**Week 15: Thanksgiving break**  
**Week 16: Irrigation work (all groups)**  
**Week 17: Irrigation work (all groups)**  
**Week 18: Machinery safety (all groups)**  
**Week 19: Christmas break**  
**Week 20: Christmas break**  
**Week 21: Almond pruning (all groups)**  
**Week 22: Fruit tree pruning (all groups)**  
**Week 23: Pruning (all groups)**  
**Week 24: Welding corrals (all groups)**  
**Week 25: Planting summer crops (all groups)**  
**Week 26: Welding/Planting**  
**Week 27: Thinning fruit trees (all groups)**  
**Week 28: Clean up week**  
**Week 29: Irrigation maintenance/welding corrals**  
**Week 30: Planting summer crops/Welding corrals**  
**Week 31: Clean up week/Harvesting/Building corrals**  
**Week 32: Harvesting fruit trees**

**INSTRUCTORS:** Mr. McGuire & Ms. Schiber

**Student Information Sheet**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Mailing Address: \_\_\_\_\_ City/State: \_\_\_\_\_ Zip: \_\_\_\_\_

Parent's Name: \_\_\_\_\_ Telephone: \_\_\_\_\_

Ethnicity: \_\_\_\_\_ Languages You Speak: \_\_\_\_\_

Gender: (Circle one) M F E-Mail Address: \_\_\_\_\_

Agriculture Class: \_\_\_\_\_ Period: \_\_\_\_\_

Other Agriculture Classes You Are Taking This Semester: \_\_\_\_\_

Year in Agriculture (circle one) 1 2 3 4

Year in School (circle one) 9 10 11 12

Job / Career / Occupational / Goals:

School Interests: (check all that apply)

\_\_\_ reading \_\_\_ writing \_\_\_ computers \_\_\_ sports (\_\_\_\_\_)

\_\_\_ music \_\_\_ math \_\_\_ science \_\_\_ art / drawing

\_\_\_ lunch break \_\_\_ history \_\_\_ agriculture \_\_\_ activities (\_\_\_\_\_)

\_\_\_ other: (\_\_\_\_\_) \_\_\_ other: (\_\_\_\_\_)

What interested you in wanting to take this class?

Hobbies / Interests:

What is something enjoyable you did over the summer?

Rate yourself in the following agriculture areas in order from most experienced to least: Plant Science, Animal Science, Ag Science, Ag Mechanics?

Furthest place (from Turlock) you've traveled to: \_\_\_\_\_

Favorite movie: \_\_\_\_\_

Favorite music group/singer/album: \_\_\_\_\_

# of brothers and/or sisters: \_\_\_\_\_

What do your parents do? (work) \_\_\_\_\_

What are your goals /plans after you graduate from Turlock High School?

What grade do you want to earn in this class? \_\_\_\_\_

What can I do to help you reach this goal?

What would you like to learn/experience in this class?

Do you have any questions for me?

Name: \_\_\_\_\_

Period: \_\_\_\_\_

FARM MANAGEMENT LOG			
DAY	PERSONAL OBJECTIVE	TASK	WORK COMPLETED
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Name: \_\_\_\_\_

Period: \_\_\_\_\_

What was the most valuable thing learned this week?

Name: \_\_\_\_\_ Partners: \_\_\_\_\_  
Date: \_\_\_\_\_

## **Farm Management Project Proposal**

Please complete with thoughtful answers.

Overview of project: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Parties Involved: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### **Action Plan:**

Before we begin we will \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

While working we will \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

After we are finished we will \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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\_\_\_\_\_

Name: \_\_\_\_\_ Partners: \_\_\_\_\_

Date: \_\_\_\_\_

Materials Required for project with pricing:

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How will this project benefit the District Farm? \_\_\_\_\_

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Will any specialized equipment or tools be required for the execution of this project? If yes, what will be required and how much will it cost to purchase or rent the tools/equipment? \_\_\_\_\_

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PLEASE ATTACH A PROJECT TIMELINE WHICH YOU WILL USE TO TRACK YOUR PROGRESS THROUGHOUT THE QUARTER. REMINDER: WE WILL BE WORKING ON THE FARM MONDAY, TUESDAY, THURSDAY, AND FRIDAY.





Unfortunately, I did not take any before pictures except for this one. This picture shows a small part of two of the plots where it was just soil and a broken irrigation line. All of the plots looked very similar to this and really didn't have a designate plot space at the time. It was more of just a parking lot.

The following pictures are what the garden farm currently looks like. There are now 8 garden plots containing: zucchini yellow squash, crookneck squash, pumpkins, peas, beans, strawberries, raspberries, blueberries, corn, tomatoes, various peppers, eggplant, onion, cilantro, basil, and much more! I even convened them to let me use a plot for a cut flower garden containing sunflowers, cosmos, zinnias, poppies, and wildflowers.



Seven different varieties of tomatoes to give customers more to choose from



Berry plot directly to the right and melon plot is being tended to by the students



Cut flower garden: Sunflowers, cosmos, zinnias, poppies, wildflowers



Cut flower garden

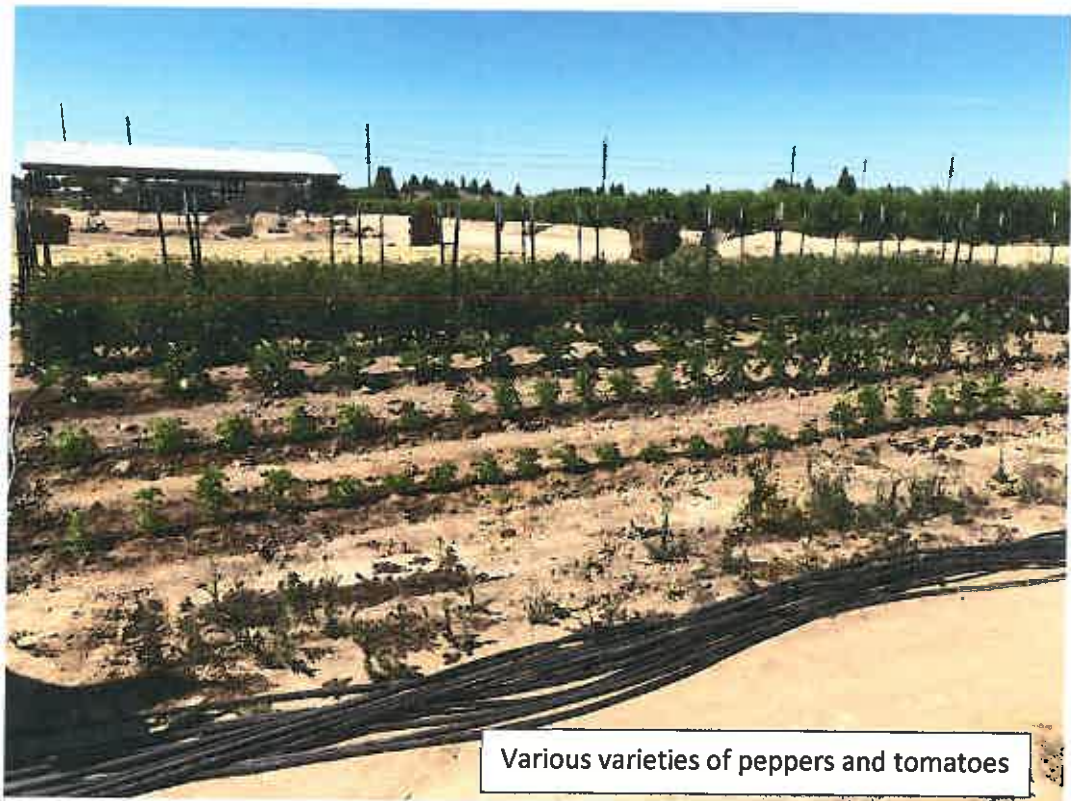






Sweet corn and tomatoes... this plot contained sweet potatoes and were harvested last semester









Carrots grown and harvested by Farm Management class





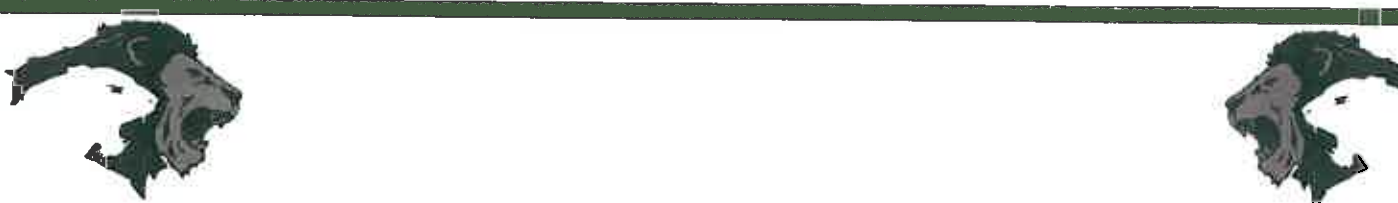
# Section 1

## Reflection on Established Quality Criteria

## I. Quality Criteria Standards Addressed

<i>Area Addressed</i>	<i>Criteria Area</i>
Curriculum and Instruction .....	1
Leadership and Citizenship Development.....	2
Practical Application of Agricultural Skills.....	3
Qualified and Professional Personnel.....	4
Facilities, Equipment and Materials .....	5
Community Business and Industry Involvement .....	6
Career Guidance.....	7
Program Promotion .....	8
Program Accountability and Planning .....	9
Student Teacher Ratio.....	10
Full Year Employment.....	11
Program Achievement.....	12





John H. Pitman Agriculture Department

## **Criteria 1**

# **Curriculum and Instruction**

# 1. Curriculum and Instruction

1A. The curriculum includes the components required under Section 52454 of the Education Code: organized classes in the study of agriculture and technology, student supervised agricultural experience, and a program of leadership, organization, and personal growth. The John H. Pitman Agriculture department currently employs three department members. Every student enrolled in an agriculture class is automatically a member of the Pitman FFA Chapter and State FFA Association. Currently (2017-2018) we have 331 students registered on our R-2 roster. Our department also has a participation requirement when it comes to FFA leadership activities, SAE and record keeping as well as Community Service. All students enrolled in agricultural classes are members of the FFA Organization. All students in an agriculture class are required to participate in four leadership activities per semester and have an outline for an SAE project complete with an FFA record book. The projects are documented in the student's FFA record book through the AET system. These requirements are explained in every Ag class and equate to 10% of their overall grade in the course. All items must be completed within the department. Currently in our department we offer the following list of courses for our students:

- Agriculture Earth Science
- Agriculture Biology
- Agriculture Chemistry (new for 2018-2019 school year)
- Environmental Horticulture
- History and Art of Floral Design
- Advanced Floral Design (new for 2018-2019 school year)
- Viticulture
- Farm Management
- Agriculture Engineering
- Agriculture Welding
- Agriculture Welding and Fabrication (new for 2018-2019 school year)

Pitman High School Agriculture Department is based on the root of Agriculture Education's three-circle model. Each class includes classroom instruction, FFA leadership development, and Supervised Agriculture Experience. The classes require students to be active and engaged learners. Students must participate in at least 4 FFA activities per semester. Students are also required to have an SAE project as well as keep an updated record book through the AET online system. Advisors also encourage all students to participate in speaking events, career development event teams, project competition and proficiency/degree awards.

1B. The classes offered at John H. Pitman High School are currently under construction for a clear and efficient set of pathways. There has been a lot of changeover at our site and with new individuals coming on board then old ones leaving, the classes and pathways aren't set up for longevity. This year the focus of our department is to adopt a complete set of classes to fit our desired pathways for students to follow and increase our retention rate. Our current, three pathways meet the Career Technical Education (CTE) Model Curriculum for Agriculture and adhere to and closely align to the foundation standards. Each pathway addresses foundation standards 2.0 Communication, 3.0 Career Planning & Management, and 9.0 Leadership & Teamwork. With the California Agriculture Teacher's association being active in getting Next Generation Science classes approve, Pitman is following suit to gear up for the future of Agriculture Education. Below is a current and projected class-offering schedule for Pitman.

Pathway Title	Course Options 9 <sup>th</sup> Grade	Course Options 10 <sup>th</sup>	Course Options 11 <sup>th</sup> Grade	Course Options 12 <sup>th</sup> Grade
Ag Science	Sustainable Agriculture: A Biological Approach	Agriculture and Soil Chemistry	Agriscience Systems Management	Farm Management
Ag Mechanics	Ag Engineering	Ag Engineering Ag Welding I-III	Welding & Fabrication Ag Welding I-III	Farm Management Welding & Fabrication
Plant Science	Environmental Horticulture Science	History and Art of Floral Design	Advanced Floral Design	Farm Management Advanced Floral Design



## Pitman High School

### Agriculture Department Pathways

The Pitman High School Agriculture Department offers three outstanding pathways for our students. Each is designed to give students great hands-on learning experiences, exposure to the Agriculture Industry and Leadership and personal development through the FFA.

PATHWAY	Agriculture Science	Agriculture Mechanics	Ornamental Horticulture
INTRO COURSE	Agriculture Biology	Agriculture Engineering	Environmental Horticulture
CONCENTRATION	Agriculture Soil Chemistry	Agriculture Welding I-III	History and Art of Floral Design
CAPSTONE	AgriScience Systems Management	Welding & Fabrication	Advanced Floral Design
	Farm Management	Farm Management	Farm Management

1C. The career pathways have been identified and discussed with the Ag teachers, site admin, CTE Director, and the advisory committee.

1D. The schedule of classes is based on a "student drive schedule". Each spring, students fill out their ballot for what classes they wish to take the following school year. Based on this type of process, our scheduling of classes is left up to the counselors. Often times our classes become a "fill in elective" for a student who needs to take a class of elective credit but the other offerings on campus are full so they get placed in an agriculture class. Our students who buy into the pathway are at the mercy of their graduation requirements of college prep classes. Often times we have little to no say in class schedules or when we will offer what classes. I have made it a goal this year to work with counselors to increase our R2 numbers and it will hopefully prove successful.

1E. Due to the nature of our classes being based on agricultural careers, our classes have an emphasis on how the skills they learn can be applied in the real world. We bridge the gap between instruction and careers by class research projects like a career report, guest speakers, field trips, and student led discussions about applications or career opportunities. For example, this past year a winemaker and viticulturist came in to speak about careers in the wine industry and a little bit about their day to day lives in the industry. We also took students to the Blue Diamond facility in Sacramento, CA and we were the only school to be given a tour of the facility in the history of Blue Diamond. This allowed them to see the various types of jobs you can have in the agriculture industry and what it takes to be successful in those careers. Developing career awareness and setting a solid foundation for being a skilled worker that can be hired is a main focus for our students each school year.

1F. In the developing world, technology is becoming more essential for instruction. Our site is limited in its technology that it can offer to teachers, students, and instruction. There is currently only two locations open to the entire school to use computers. We also have one chromecart of 32 chromebooks to share between 10 teachers so it is extremely hard to get the chromecart for students to enhance instruction. The locations and the chromecart are often

booked for at least a month in advance. The school has wireless Internet on campus however; there aren't one-to-one devices for students yet. They plan to roll out one-to-one technology in the 2019-2020 school year.

1G. With the online record book system (AET) becoming more standard for CDE teams, applications, and record books; it offers challenges to incorporate that into daily instruction. The hardest part is giving students time to work on it and help them with the technology side of things. Once students understand how to use the system it tends to be pretty easy to function.

1H. Based on the three circle model, students get 10% of their grade from their SAE project and record book. Each month I schedule time to have the chromebooks for students to work on their AET record book. Each semester I check their accuracy of their record book and project for a grade.

1I. Any non-internet based record book is stored in the student files in the ag department or the computer drive on campus for student records.

1J. All classes at Pitman satisfy the elective credit portion to graduate Pitman High School. The EHS and floral classes are approved as UC/CSU approved electives. The floral class also counts as a fine art credit. Also, multiple courses are articulated with Modesto Junior College.



John H. Pitman Agriculture Department

## **Criteria 2**

# **Leadership & Citizenship Development**

## **2. Leadership and Citizenship Development**

2A. The Pitman FFA Chapter was chartered in 2002.

2B. Our chapter program of activities (POA) is updated annually by the officer team and approved by the advisors. The group decides on the events for the year and how they want to implement them, then they bring these proposals to the advisors for discussion and approval. The POA is then updated with all the new information, events, dates, and pictures. The POA is used as a guide in classes, sent to Administration and District Officials for reference.

2C. One of the three circles is FFA-Leadership development. Just like the SAE portion of the grade it is weighted as 10% of every FFA student's grade. Students must complete at least three FFA events per semester. FFA events include but aren't limited to: FFA meetings, community service events, fundraising events, sectional speaking events, or a CDE team.

2D. Within the first month of school students fill out the R-2 Student Data Sheet, which is online now. This is the official sign up for a student to be submitted on our state roster and are an official member of the California FFA.

2E. In the POA you will find the calendar of events.

2F. Our chapter currently has 17% of the school population in an Ag class. Within that 16% we have 14% of our students active and participate in four FFA events each semester.

Throughout the year we have nearly every FFA students participate in at least one FFA event and a fourth of our students are involved in a sectional event.





John H. Pitman Agriculture Department

## **Criteria 3**

# **Practical Application of Agricultural Skills**

### **3. Practical Application of Agricultural Skills**

3A. SAE projects are a key component to the curriculum, which helps students get a practical look at how their skills they learn in class can be used in the world of agriculture. Their SAE is 10% of their grade, gets checked every semester, and they get a few days of class time a month to update their record book as long as the library or chromecart isn't already reserved. The most common SAE projects at Pitman are home improvement, small animal showmanship, large animal showmanship, and project fabrication. Livestock projects make up the most profitable and popular choice for an SAE project. Students can keep their animal at the school farm sites. Currently the Turlock Unified School District (TUSD) is constructing a brand new school farm. We have finish the first of the barns which is the beef and dairy cattle barn. There is a hoop barn used for swine on site as well. We have a site shade house and small greenhouse as well as a wine grape orchard an small garden. Students can create projects in the shop as well. The last semester is open to full project construction and open shop times help complete these projects.

3B. Any student who is enrolled in their first Ag class can start their SAE project when they wish. All must have a plan to have an SAE if they choose to not participate in a project the first year based on the Greenhand degree guide.

3C. According to our records we have nearly 80% of our students who have an active and ongoing SAE project. Of the remaining 20%, 15% are first year FFA students who have an SAE plan on file to start their project next year if not sooner.

3D. In order for the experience to be enhanced, advisors visit with students on a regular basis to evaluate the progression of student's projects. The advisor fills out any and all paperwork necessary for that visit. Each advisor has their own procedure and policy. Most projects are viewed and seen on a weekly basis if they are on a district location. Other off site projects will get visited at least once a school year and twice a year.

3E. The Pitman Agriculture Department currently has three Ag Vehicles: 2suburbans and a truck. The truck and transit van were purchased within the last two years ago from the CRAECPC Grant and the suburban has been around for a while with intent to phase these out in the next 5 years. Having the vehicles makes project supervision and travel easier for visits. The advisors have their availability of options to go run errands. Pitman also has 2 trailers. We have a 20' gooseneck livestock trailer and a 14' equine bumper pull trailer. These trailers allow us to transport animals and projects.



John H. Pitman Agriculture Department

## **Criteria 4**

# **Qualified & Professional Personnel**

## 4. Qualified and Professional Personnel

4A. All 3 PHS Ag teachers have a single subject agriculture credential as well as the Ag specialist credential. The CTC database, program plan, or TUSD office has the information regarding their credentials.

4B. The Ag teachers here are constantly involved in professional development opportunities within CATA and other organizations as well. Some events include:

- CATA Regional Roadshow
- CATA Summer Conference
- NGSS Conference
- New Professionals
- CTE Seminars
- Teacher Induction Program
- CABE Conference

4C. As a department we officially meet once a month before or after school when our schedule permits. We also meet during lunch, passing period, and over emails on a more informal but daily basis to discuss the current events of our department.

4D. Our official meeting comes with an agenda and minutes to verify to our admin and advisory council that we do meet and discuss the program events. Having records can help us go back to remind us of what we talked about in the event we should need further reference.

4E. Personal expenses for Ag Department events and activities can be reimbursed. This is done with the site secretaries filling out the necessary information or with the FFA advisor/ASB secretary. It is up to the advisor to get any prior approval needed for large reimbursements above \$100.



John H. Pitman Agriculture Department

## **Criteria 5**

# **Facilities, Equipment, & Materials**

## 5. Facilities, Equipment, and Materials

5A. Pitman High School was built in 2001. The facility is relatively new compared to some older and more established schools so any current or new legislation for sites is up to date. The Ag department is allotted four classroom at Pitman. There is an Ag mechanics shop full of wood work equipment, tools, and other miscellaneous equipment for the Ag mechanics class. There is an Ag Welding Shop that has 12 welding stations, ironworker, tools, drill press, and a CNC plasma cutter table. The other two classrooms are used for the horticulture and science classes however, there don't have their own lab stations for labs. The school also has a shade house, greenhouse, garden, outside shop area, and vineyard.

5B. Storage at Pitman is limited. There isn't much space to store anything long term or large. The department has 2 storage containers and a small amount of space to store items for fair, classes, or projects. The entire school uses tis area to store things so new storage space is hard to get.

5C. Student SAE projects can incorporate any and all of the available facilities or equipment for their project. The shop has all necessary equipment for students to design, draw, fabricate, cut, weld, or fasten any type of wood or metal project together. The horticulture facilities allow students to germinate, propagate, raise, and harvest a diverse set of plants. The surrounding off-site facility allows students to raise any sort of livestock animal.

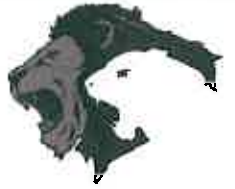
5D. Every teacher in the district, including all three Ag teachers, have a district email account. We also have a district issued Gmail account to conduct trials for Google classroom, which also has Gmail.

5E. Each teacher is responsible for the appearance of their own classroom and designated facilities. I take pride in having an organized and clean facility that allows students to have the best opportunity to learn in a clean environment. Each class, when doing a lab, is assigned a cleanup job so the students do their part in maintaining the facilities they use on a daily basis. Students who have an SAE project that uses district locations are required to incorporate

“sanitary and safe environments” as well as “clean up after themselves on a daily basis” into their agreements for having that project within the shop, horticulture facilities, or livestock pens.

5F. Since the department is full of a variety of tools and equipment that are used on a daily basis it is imperative for schedule and regular maintenance. Anything inside the class is the instructor’s job to maintain. In the event that something is outside our skill level we will ask for help from the maintenance department, district skilled trade workers, or ask for help from community members.





John H. Pitman Agriculture Department

## **Criteria 6**

# **Community, Business, and Industry Involvement**

## **6. Community, Business, and Industry Involvement**

6A. Pitman's Advisory Committee is made up of members from all facets of agriculture.

These members represent the industries interest in our designated pathways. They are educators present and past, horticulturalists, mechanics, animal producers, and past parents. The committee is responsible for offering any and all insight into how Pitman FFA does our job better for students' success and growth once they reach life after high school. On our committee currently, we have:

- Luke Gocke – Pitman Agriculture Teacher
- Don Borges – Dean of Agriculture at Modesto Junior College
- Jeff Lorenzi – Local farmer and parent of alumni
- Jay DeGreff – Owner of The Greenery Nursery in Turlock, CA
- Nicolette Schiber – Pitman Agriculture Teacher
- Kelley Day – Parent of Alumni and Local Educator
- David Lattig – CTE Director with Turlock Unified School District
- Marie Lorenzi – Local Farmer and parent of alumni
- Donald Wilkey – Owner of Wilkey Industries
- Adie Amador – Pitman Agriculture Teacher
- Allan Day – Parent of Alumni and owner of The Tri-tipperry
- Paul Fernandes – Local Farmer and owner of a swine production operation

6B. The advisory committee meets twice a year. The advisory committee meets at our site in the fall and then again in the spring to represent Pitman at the district advisory committee meeting. Minutes are kept, save, and disbursed following the meetings by the designated secretary.

6C. The advisory committee has helped and assisted in the revision of Pitman FFA's Program Goals, enrollment and retention, 5 year acquisition, program complete standards, FFA, SAE, and

classroom instruction objectives. Minutes from meetings are included in the next page and supporting materials part of this binder.

6D. The advisory committee list is provided in the support materials section of this binder as well as the Program of Activities.

6E. All Agricultural Advisory Committee minutes are shared with the principal, superintendent, school board, and regional supervisor through email and Google docs. This allows all parties to stay up to date and aware of what is happening in our agriculture department and what our committee members think should be improved. As a department, we make it a goal to accomplish as much as possible in order to keep our advisory members happy and keep our department up and running. They not only give us support in our department but they are prominent figures in our community and give us a lot of support from outside as well.



John H. Pitman Agriculture Department

## **Criteria 7**

### **Career Guidance**

## 7. Career Guidance

7A. In order to help students understand how their classroom learning objectives correlate to the work force, there is an emphasis of real world application incorporated into the curriculum. Each class has some variety of a career exploration or career research project. This gives students an opportunity to find information about a career they might be interest in. Also, a lot of our skills we learn are based on what industry standards are out there. For example, in our floral classes we teach multiple floral processes so they can be as skilled in floral design as possible to get a job at multiple job sites. Three of my students have actually gotten jobs in the floral design and horticulture fields this year.

7B. Another cool resource from the online record book via TheAET.com has students fill out surveys and information about what career pathway they are interested in. the pathway and career interests can be updated whenever the student might change their mind on what they want to do. The information is stored online and changes the minute the student changes the information.

7C. At Pitman we offer multiple classes that are articulated with Modesto Junior College (MJC). The welding class, Ag engineering, environmental horticulture, and ag leadership are all on a 2+2 agreement with MJC. Hopefully, next year we can add a few more courses to that list.



John H. Pitman Agriculture Department

## **Criteria 8**

# **Program Promotion**

## 8. Program Promotion

8A. Program promotion at Pitman is an ongoing year round event but most promotional events happen in the spring. As a chapter we try to engage ourselves into as many community service events as possible. For example, this year we are helped the Salvation Army ring the bells at local grocery stores. Also, being that our district is K-12, the elementary and junior high schools always ask us to help with petting zoos, science labs, and animal days. We use those days to help but also expose our program to the up and coming generations of students. We go to the Junior High Schools in February to promote our program at the 8<sup>th</sup> grade agriculture recruitment day so incoming freshmen can see what our program has to offer.

8B. Finances are something that hinders our program's ability to register for events and sign up for projects. Our school is keenly focused on how students get charged for things. Often times there is ample amount of paperwork for a student to get something. Also, because it is so hard to take money we fundraise and add it to our account we sometimes ask students to pay a refundable deposit, this helps students not sign up for something then not end up coming so the chapter loses out on money. The bureaucracy in our district takes a long time to get a check, order, send, and paid. It makes going to events challenging at times.

8C. As previously mentioned, our chapter helps out at three petting zoos at local elementary schools, science day at the local junior high school, community service events all year long, and the recruitment day at our high school. We are doing about two activities a month that helps expose our program to the community and to future students. With our district farm being up and running now, multiple elementary schools of varying grade levels come out and our students give presentations on various agriculture activities we are doing at the farm at that time.



John H. Pitman Agriculture Department

## **Criteria 9**

# **Program Accountability & Planning**



## 9. Program Accountability and Planning

9A. We have a comprehensive program plan on file in our department. The plan outlines anything and everything Pitman FFA has to offer. The plan is updated on an annual basis however, I think a re-evaluation of the binder is in order to change things from all of the turnover here at Pitman. The plan is kept in the advisors officer so it can be utilized at any time.

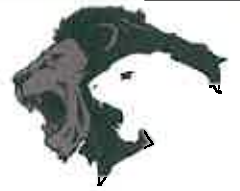
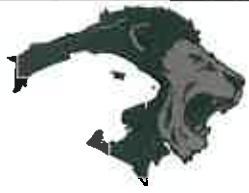
9B. Updates are made on an annual basis by November of each school year or whenever the AIG forms are due. The most common things that change or updated are: 5 year acquisition plan, chart of responsibilities, FFA program of activities, and advisory committee roster and minutes. Our regional supervisor has all of those updated documents.

9C. The graduate follow up process is one that needs further review from our department. My time here hasn't been one where we have formally sent anything to our graduates. It has been informal conversations asking, "What are you up to?" Advisors then plug in the information we have gathered into the R-2 portion of the roster membership. This is an area of need for us to be better at and formalize this process.

9D. The results of our graduate follow up are submitted with the rest of the roster by October 15<sup>th</sup>.

9E. Retention at Pitman has been an issue for the upper classmen. We usually have a large freshman class in FFA then we gradually lose more and more as the years develop. I think the problem lies in the school's push to have every student "college ready" and taking those "college prep" classes. In order for that to happen they need to take a college prep class and foreign language. We lose kids to those classes so they can become UC/CSU eligible. I think as we adopt these new NGSS courses and add capstone level classes we will be able to retain the upper classmen

9F. This year our Ag program submitted the R-2 report, AIG Expenditure report, and FFA Roster before October 15<sup>th</sup>. The membership page and our regional supervisor can verify this.



John H. Pitman Agriculture Department

## **Criteria 10**

# **Student Enrollment & Class Sizes**

## 10. Student Enrollment and Class Size

10A. As a department we don't meet the class size requirement. Currently we are averaging 27 students in a class. My class sizes are as follows:

- Period 1: Environmental Horticulture - 10
- Period 2: Floral Design - 32
- Period 3: Floral Design - 23
- Period 6: Viticulture - 25
- Period 7: Farm Management – 13

10B. Currently I have 103 Students in my classes excluding the "4<sup>th</sup> period Pride Time" period. This is a lot lower than the other agriculture classes on campus. This is because Farm management has to be a small class. I transport students to the farm everyday seventh period with the help of a Para professional and only a certain amount of students can fit in the vehicles.



John H. Pitman Agriculture Department

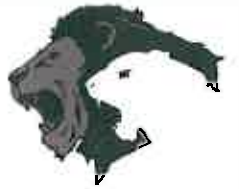
## **Criteria 11**

### **Full Year Employment**

## 11. Full Year Employment

11A. All three full time employment Ag teachers have 10 month contracts. In addition, we have 36 day extended contracts for working at the fair. We also get a \$2,000 FFA stipend for all the FFA activities throughout the year.

11B. The three full time Ag teachers have a full schedule meaning we teach 6 out of the 7 periods in a school day. It is a fast paced busy day with a prep as my fifth period. We also have a new schedule that offers an “enrichment period” where we offer a new class every Tuesday, Thursday, and Friday. The classes change each week. The idea is to have students get the extra help for classes and signing up for whatever help they need. As teachers, we collaborate for our weekly classes every Wednesday and decide what we will offer the following week. It has been a hard adjustment trying to take advantage of that opportunity.



John H. Pitman Agriculture Department

## **Criteria 12**

# **Program Achievement**

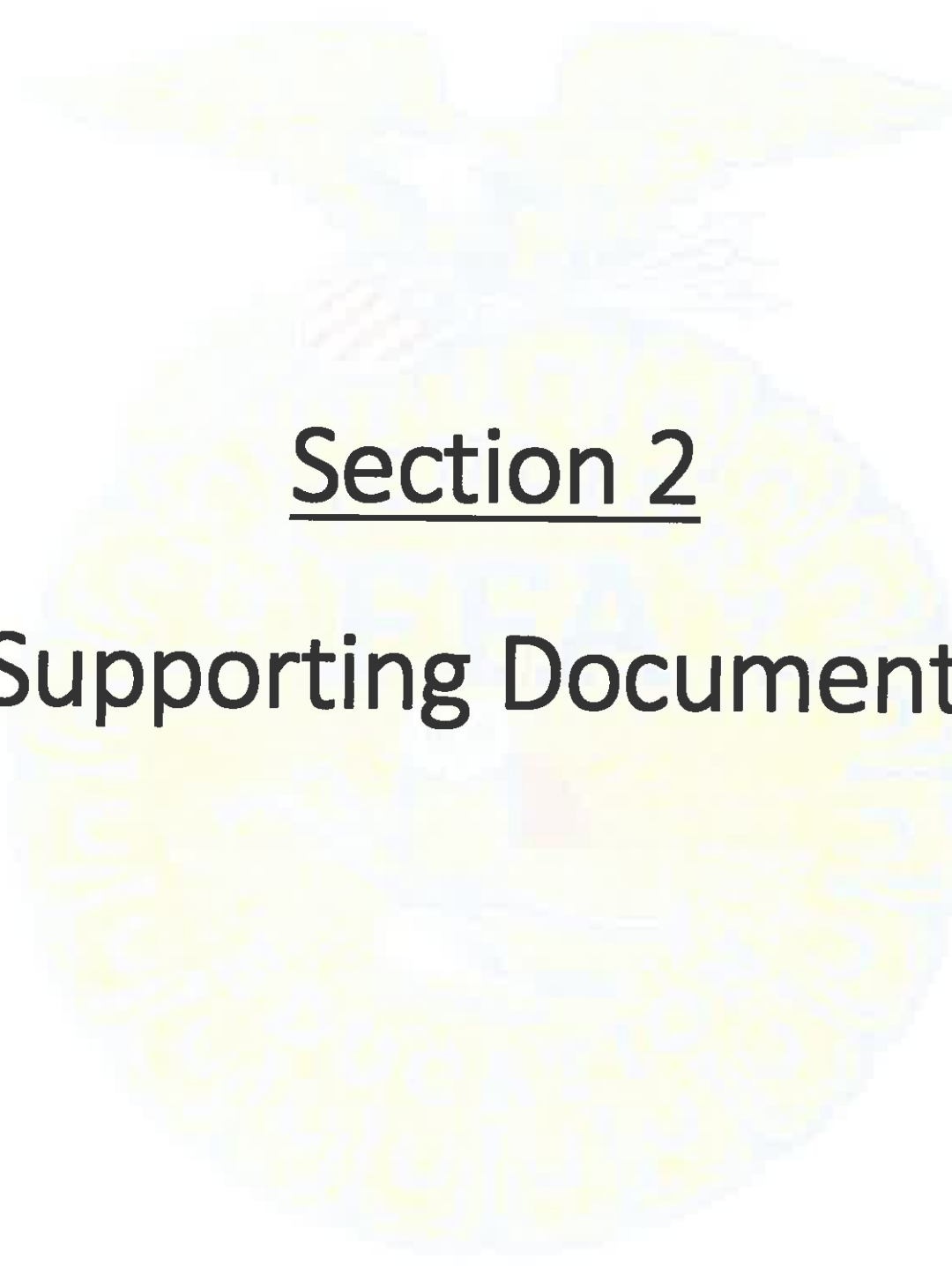
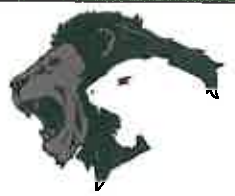
## 12. Program Achievement

Pitman has been off to a good start this year despite our interesting turnover within the department. We have been able to sustain good attendance at our monthly meetings, sustain participation in our speaking events so far this year, and making more money in our fundraisers than the previous year.

During the fall semester Pitman has already been recognized for a few awards. We had two section winners in project competition with breeding cattle and sheep production. We had the 4<sup>th</sup> high team for officers and open division in the Opening and Closing contest. Our CDE teams placed in the top 10 in the state of California at the California FFA State finals contest and we also had our Parliamentary Procedure team place in the top 12 of California.

In terms of CDE teams we currently offer: Parliamentary Procedure, Agronomy, Dairy Products, and Welding. As stated before all three CDE teams placed in the top 10 at the State Finals Competition at Cal Poly. All three teams were first year teams and exceeded all of our expectation. Our Parliamentary Procedure team was also a first year team and made it to the top 12 at the State Competition which is a huge accomplishment for them.

This year has been a whirlwind but we are on the right track in terms of program achievement and creating a competitive culture in the Pitman FFA Program and ag department.

A large, faint, yellow-toned watermark of the Great Seal of the United States is centered in the background. It features an eagle with wings spread, holding an olive branch and arrows, with a shield on its chest and a constellation of stars above its head.

# Section 2

## Supporting Documents



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## **Section 2: Supporting Documents**

1. Student Data Sheets
2. Permanent Student Files
3. Agriculture Course Outlines
4. Course Gradebooks
5. SAE Supervision Forms
6. School Board Approved SAE and School Board Approved FFA
7. Program of Activities
8. Recruitment Program
9. FFA Chapter Scrapbook
10. Summer Activities Calendar
11. Graduate Follow Up Survey and Results
12. Comprehensive Program Plan
13. Advisory Committee Agendas, Minutes, Constitution and Bylaws
14. Proficiency Standards
15. Teaching Credentials
16. Calendar of Activities
17. Professional Growth and Development
18. R-2
19. Travel Requests
20. CATA Membership
21. Report to Administration
22. Five Year Acquisition Plan
23. Current Operating Budget for Department
24. Budget Process
25. Chairperson's Duties and Responsibilities
26. Chart of Responsibilities
27. Substitute Teacher Procedure and Plans
28. Program Completer
29. 2+2 Agreements
30. Reimbursement Process



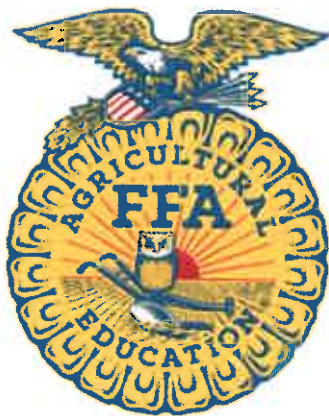
# Supporting Documents

1

## Student Data Sheets

# 1. Student Data Sheets

Each school year, FFA students fill out information that completes their process of being an “official” FFA member. This year was the first year I used the new Agriculture Experience Tracker on TheAET.com. This replaces but is fundamentally the same thing as the old R-2 reports/Student Data Sheets. Completing the registration process and their dues being able to be paid allows for them to take part in the FFA and SAE opportunities at the chapter, section, region, state, and national levels. Utilizing this site has made recording all of this information easier, however, there still are a few things to understand to avoid any issues that hinder the ease of the process.



# California Ag Ed Online

Dashboard

Home

Account Settings

Account Balance

State Balance: \$681.50

Region Balance: \$90.00

Student Roster

Get Student Account History

FFA Membership

Post Graduate Data

Event Registration

Livestock Insurance

State Ag Ed Data Reports

Student Enrollment

ALL STUDENTS

INACTIVE STUDENTS

Complete Student Enrollment (349 Students)

Add New Entry

Live! Reports

PDF Reports

NAME	FFA ID	FFA ORG INV CODE	CA ID	AET ID	GRADE YEAR	COURSES SUBMITTED	FFA ROSTER SUBMITTED
<a href="#">Acosta, Jason</a>	603138871	6X4A6F	1387525	1716404	2019	Yes	Yes
<a href="#">Acres, Haley</a>	600877915		1161233	563026	2017	Yes	Yes
<a href="#">Adair, Danielle</a>	603138832	9VWHLK	1386631	1716310	2020	Yes	Yes
<a href="#">Aguilar, Giselle</a>	603138823	65FZ2P	1386612	1716306	2021	Yes	Yes
<a href="#">aguilar, santiego</a>	603138885	2J8R78	1386666	1716330	2021	Yes	Yes
<a href="#">Aguilera, Morpan</a>	601357084	STYJWW	1214128	1231269	2019	Yes	Yes
<a href="#">Al-Khad, Mohammad</a>	603261390	5TWVC5	1431041	1942146	2021	Yes	Yes
<a href="#">Alatorre, Guillermo</a>	601357085		1221467	1824676	2019	Yes	Yes
<a href="#">Alcazar, Devin</a>	602646448	Q44U6	1318977	1336541	2019	Yes	Yes
<a href="#">Alcazar, Fabian</a>	603138916	EBAZAK	1386552	1716336	2021	Yes	Yes
<a href="#">Alfaro, Julian</a>	603138142	SHUNBA	1386570	1716232	2021	Yes	Yes
<a href="#">Alfaro, Marcelino</a>	603138794	711010	1430509	1716247	2021	Yes	Yes

Profile

Accounts

Tracker

Reports

Welcome to the Teacher Dashboard

Profile

Manage your AET settings, and manage information about you and your Ag Program.

Al-Khad, Mohammad

Alatorre, Guillermo

Alcazar, Devin

Alcazar, Fabian

Alfaro, Julian

Alfaro, Marcelino

Almona, Victor

Alvarado, Scott

Alvarez, Emily

alvarez, jaden

Items 1-20 out of 352

Tracker

Manage your Program of Activities Calendar and your Chapter Finances. Also, maintain your Teacher Journal.

Reports

Retrieve summarized data about your Ag Program activities.

Turlock - Phelan

Inbox

Portfolio

Scoreboard

Explore SAE

Classroom Resources

Sign Off

2017-2018

SAEs: 435

Jm Entries: 5,952

Jm Hours: 18,732

Pin Entries: 215

Active Students: 240

Badges: 80

Student Help

Teacher Help

AET Classroom

Ask AET a Question

7802 | Teacher | 04-25-2019



## The Agricultural Experience Tracker

[Profile](#)[Journal](#)[Finances](#)[Reports](#)

Turlock - Pitman  
Morgan Aguiniga

[Chapter Account](#)[Inbox](#)[Calendar](#)[Portfolio](#)[Scoreboard](#)[Sign Off](#)

Cash/Checking: \$-6,900

+ Current/Projects: \$3,200

Non-Current: \$0

Liabilities: \$0

[Student Help](#)[Teacher Help](#)[AET Classroom](#)[Ask AET a Question](#)

### Welcome to the Student Dashboard

#### AET Adviser Alert:

You have active experiences with no financial transactions for the last 60 days.  
You have active experiences with no journal entries for the last 60 days.

[Experience Manager \(SAS\)](#)

#### Profile



Record your personal information: Ag Classes, FFA Offices/Committees, and school involvement.

#### Journal



Record your time in areas such as class, AET experiences, FFA activities/competitions, and community service.

#### Finances



Record your investment of money, such as income/expenses, capital items. Access the Livestock Management Modules, and record paychecks.

#### Reports



Access reports to review all your entries and apply for FFA awards.



## The Agricultural Experience Tracker

[Profile](#)[Journal](#)[Finances](#)[Reports](#)

Turlock - Pitman  
Morgan Aguiniga

[Chapter Account](#)[Inbox](#)[Calendar](#)[Portfolio](#)[Scoreboard](#)[Sign Off](#)

Cash/Checking: \$-6,900

+ Current/Projects: \$3,200

Non-Current: \$0

Liabilities: \$0

[Student Help](#)[Teacher Help](#)[AET Classroom](#)[Ask AET a Question](#)

### Account Information and Settings

#### My FFA Chapter



Turlock - Pitman  
352 Members  
3 Advisors  
364 AET Logins this week

#### Privacy Settings

Chapter Scoreboard Privacy:  
Hide name in chapter scoreboard?

☐ Yes ☒ No

#### Mobile Device Setup

Visit [m.theAET.com](http://m.theAET.com) on your mobile device.  
You can make recordbook entries, upload SAS photos, and more!



#### Morgan Aguiniga

Chapter: Turlock - Pitman  
FFA Member Number: 601357094

Profile Complete for FFA Membership: **100%**

Password:  [Reset](#)

Profile Pic: [Upload](#)

#### Demographics

[EDIT](#)

Birthdate: 1/14/2000  
HS Graduation: June 2018  
Shirt Size: S  
Gender: Female  
Race: No Answer / Non-Disclosed  
Ethnicity: No Answer

# Pitman FFA

## Chapter Overview



## Annual Membership

	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
<b>Total Membership</b>	349	367	382	413	377

## Gender

	2017-2018		2016-2017		2015-2016		2014-2015		2013-2014	
	#	%	#	%	#	%	#	%	#	%
<b>Male</b>	217	62.2 %	190	51.8 %	197	51.6 %	226	54.7 %	222	58.9 %
<b>Female</b>	131	37.5 %	175	47.7 %	184	48.2 %	185	44.8 %	154	40.8 %
<b>Non-Disclosed</b>	1	0.3 %	2	0.5 %	1	0.3 %	2	0.5 %	1	0.3 %

## Gender By Grade

		2017-2018		2016-2017		2015-2016		2014-2015		2013-2014	
		#	%	#	%	#	%	#	%	#	%
<b>7th</b>	<b>Male</b>	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %
	<b>Female</b>	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %
	<b>Non-Disclosed</b>	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %
<b>8th</b>	<b>Male</b>	0	0.0 %	0	0.0 %	0	0.0 %	1	0.2 %	1	0.3 %
	<b>Female</b>	0	0.0 %	0	0.0 %	0	0.0 %	1	0.2 %	0	0.0 %
	<b>Non-Disclosed</b>	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %
<b>9th</b>	<b>Male</b>	85	24.4 %	57	15.5 %	74	19.4 %	81	19.6 %	84	22.3 %
	<b>Female</b>	37	10.6 %	49	13.4 %	42	11.0 %	46	11.1 %	50	13.3 %
	<b>Non-Disclosed</b>	0	0.0 %	0	0.0 %	0	0.0 %	1	0.2 %	1	0.3 %
<b>10th</b>	<b>Male</b>	38	10.9 %	39	10.6 %	40	10.5 %	62	15.0 %	39	10.3 %



6/4/2018

## Student/Member Data

11th	Female	29	8.3 %	44	12.0 %	47	12.3 %	52	12.6 %	33	8.8 %
	Non-Disclosed	0	0.0 %	0	0.0 %	1	0.3 %	1	0.2 %	0	0.0 %
	Male	35	10.0 %	36	9.8 %	49	12.8 %	32	7.7 %	37	9.8 %
12th	Female	28	8.0 %	43	11.7 %	52	13.6 %	37	9.0 %	24	6.4 %
	Non-Disclosed	0	0.0 %	1	0.3 %	0	0.0 %	0	0.0 %	0	0.0 %
	Male	56	16.0 %	51	13.9 %	26	6.8 %	39	9.4 %	54	14.3 %
Postsecondary	Female	30	8.6 %	34	9.3 %	35	9.2 %	37	9.0 %	40	10.6 %
	Non-Disclosed	1	0.3 %	1	0.3 %	0	0.0 %	0	0.0 %	0	0.0 %
	Male	3	0.9 %	7	1.9 %	8	2.1 %	11	2.7 %	7	1.9 %
Unknown	Female	7	2.0 %	5	1.4 %	8	2.1 %	12	2.9 %	6	1.6 %
	Non-Disclosed	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %
	Male	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %
	Female	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	1	0.3 %
	Non-Disclosed	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %	0	0.0 %

## Race

	2017-2018		2016-2017		2015-2016		2014-2015		2013-2014	
	#	%	#	%	#	%	#	%	#	%
American Indian, Alaska Native	5	1.4 %	6	1.6 %	8	2.1 %	5	1.2 %	2	0.5 %
Asian, Hawaiian, Pacific Islander	18	5.2 %	15	4.1 %	22	5.8 %	9	2.2 %	7	1.9 %
Black, Non-Hispanic	13	3.7 %	7	1.9 %	6	1.6 %	1	0.2 %	1	0.3 %
Hispanic or Latino, of any race	114	32.7 %	78	21.3 %	118	30.9 %	50	12.1 %	31	8.2 %
White, Non-Hispanic	162	46.4 %	174	47.4 %	148	38.7 %	85	20.6 %	69	18.3 %
Other, Two or More Races	37	10.6 %	87	23.7 %	67	17.5 %	39	9.4 %	14	3.7 %
Non-Disclosed	0	0.0 %	0	0.0 %	13	3.4 %	224	54.2 %	253	67.1 %

## NCES School Data

Year

Annual Membership

Total

FFA Membership

School Population

Gender

										Male		Female	
										#	%	#	%
FFA Membership													
School Population													
Race/Ethnicity													
		American Indian, Alaska Native		Asian, Hawaiian, Pacific Islander		Black, Non- Hispanic		Hispanic or Latino, of any Race		White, Non- Hispanic		Other, Two or More Races	
		#	%	#	%	#	%	#	%	#	%	#	%
FFA Membership													
School Population													

## Membership Roster

2017-2018 Student/Member Roster

Clicking on the "2017-2018 Student/Member Roster" will take you to an Excel file with a list of all your student/members and their associated roster/profile data.

Once the file has loaded, you can sort, modify and/or save the file however you'd like to use the data.

Membership Roster (<https://roster.ffa.org/Pages/MembershipRoster.aspx>)

## Chapter Invite Code

The chapter invitation code is for your members to register with FFA.org using one shared code. Individual invitation codes from the roster should be used if members encounter a problem during registration.

Invite Code 

I4DSOU

Update

**Note: Members must use their first and last name with this code during registration.**

# Pitman FFA

## Chapter Overview



## Chapter Demographics

**Program Type:** High School  
**Ag Ed Taught In:** 9th, 10th, 11th, 12th  
**School Type:** Public  
**Location:** Suburb

Edit

## Affiliation Status

Membership Year	Affiliated
2017-2018	Yes
2016-2017	Yes
2015-2016	Yes
2014-2015	Yes
2013-2014	Yes

## Chapter Officers

Add

## Chapter Documents

### POA Documents

No results found.

**Upload POA** **Annual Budget Documents**

No results found.

**Upload Annual Budget** **Other Documents****File** No file chosen**Description****State Standard Documents**

# Pitman FFA

## Chapter Overview



### Contacts

Add

### School Address

2525 WEST CHRISTOFFERSON PARKW  
TURLOCK, CA 95382

Edit

### Chapter Addresses

Add

Manage Primary Addresses

2525 W CHRISTOFFERSEN PKWY  
TURLOCK, CA 95382

Remit To (primary)



PO BOX 819013  
TURLOCK, CA 95382

Billing



**2525 W CHRISTOFFERSEN PKWY  
TURLOCK, CA 95382-9509**

Shipping (primary)



**PO BOX 1105  
TURLOCK, CA 95382-9509**

Mailing (primary)



**ATTN: ACCOUNTS PAYABLE/FFA ADVISOR  
2525 W CHRISTOFFERSON PKWY  
TURLOCK, CA 95382**

Billing (primary)



## School Administration

Add

## Charter Information

**Official Chapter Charter Name:** Pitman FFA

**Chapter Charter Date:**

**Chapter Creation Date:**

**Upload Charter**

**Charter:**

**Upload Constitution/Bylaws**

**Constitution/Bylaws:**

## Original Charter Officers

Add

## Manage Chapter Name

### Official Chapter Name

**Chapter Name:** Pitman FFA

### Jacket Back Personalization

**State Line 1:** CALIFORNIA

**Chapter Name Line 2:** PITMAN-TURLOCK

**Chapter Name Line 3:**

**Modified Date:**

**Modified By:**

**Note:** This is the chapter name that will be used on Official Dress jackets, national awards and certificates.

## Web/Social URLs

**Website**

**Facebook**

**Twitter**

**Instagram**

## Other Links



**New Link Description****New Link URL**

Add

Clear

Chapter Profile Information (<https://profile.ffa.org:443/Pages/FFAChapter/Requirements.aspx?Id=E-R6K615kYA2FUbdQ7RtIg2>)

Annual Data Verification (<https://profile.ffa.org:443/Pages/FFAChapter/Requirements.aspx?Id=E-R6K615kYA2FUbdQ7RtIg2&profile=verify>)

**National-Required Data**

The following list of data will be required for each chapter in order to submit their roster. The majority of this data is automatically populated but can be updated as changes occur.

- School Name
- Chapter Name
- State Section/District/Federation/Region Affiliation
- Address/City/State Zip
- School Phone
- Program Type
- School Ag Grades
- School Type

**State-Required Data**

Your State has selected to require the following data, in addition to the nationally required data, in order for your chapter to submit their roster. The majority of this data will need to be loaded once and then updated annually or when changes occur.

**Student/Member Roster Information****National-Required Data**

The following data will be required for each member/student before the roster can be submitted locally. Once a member/student is on a roster, the information in following years will be available for the advisor/teacher to verify and submit. In the fall of 2017, members/students will be able to complete their individual profiles and have the data auto-populate the roster for approval.

- Last Name/First Name
- Address/City/State/Zip
- High School Graduation (MM/YYYY)

**State-Required Data**

Your state has selected to require the following data, in addition to the nationally required data, in order for your chapter roster to be submitted locally.

## Teacher/Advisor Profile Information

### National-Required Data

The following data will be required for each advisor/teacher in order for their chapter to submit their roster. Once your profile has been completed the information will only need to be updated with changes.

- Last Name/First Name
- Address/City/State/Zip
- DOB (MM/DD/YYYY)
- Email
- Work Phone
- Former FFA Member

### State-Required Data

Your state has selected to require the following data, in addition to the nationally required data, and will need completed in order for your chapter to submit their roster.



# Supporting Documents

2

## Permanent Student Files

## 2. Permanent Student Files

Student files are kept in two different ways. The two ways are hard copies and using the internet. Each teacher has files within their classroom to organize, keep, and store student files for up to 6 year. We will keep the files until a student passes the time frame to get an American Degree. Each year students get their file that was created in their freshman level class, and update as needed as well as keep if for the current year's activities The second method of maintaining files are by the internet's ability to store their records on the FFA servers. This method will keep records for as long as they are on the roster, which is for 5-6 years as well. Most of the paper record books have been phased out due to the iRecord system as well as the AET record book system.





# Supporting Documents

3

## Agriculture Course

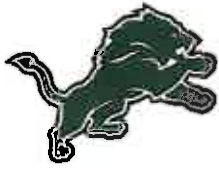
## Outlines

### 3. Agriculture Course Outline

The course outline is a component to every Ag class' course syllabus and is provided in the school and district course manual as well as in our chapter binder for AIG/Advisory committee meetings to review and refer to. Each year the teachers reevaluate the course outlines and update as necessary. This school year I am teaching:

- Environmental Horticulture
- History and Art of Floral Design
- Viticulture
- Farm Management





Name: \_\_\_\_\_

**Pitman High School Agriculture Department**  
**Ms. Schiber's Classroom Policies for Floral Design**

**Ag Dept. / Classroom Rules**

1. The Agriculture Department will strictly adhere to Pitman High School's Student Responsibilities - Rules and Attendance policies. They are written and available for review on the AHS website (ash.muhsd.org)
2. Class begins when the bell rings. Students are expected to BE ON TIME, BE SEATED, BE PREPARED, and BE ATTENTIVE. Students will be considered tardy if they are not in their proper seat when the bell rings.
3. Students are expected to BE RESPECTFUL and treat their class, classmates, and classroom environment with respect. Disrespectful and/or rude behavior will not be tolerated.
4. Students are expected to BE RESPONSIBLE and ACCOUNTABLE for their actions and behavior. Students will be held accountable for their behavior and actions during class and towards their classroom responsibilities.

**Class/Classroom Policy Highlights**

- a. Talking will not be allowed while the instructor or another member of the class is talking. (BE RESPECTFUL)
- b. There will be no hats worn inside the Agriculture Department building/classroom. Cell phones are not to be used, heard, and/or seen during school hours. if they are seen (hats & cell phones) or heard (cell phones), they will be confiscated.
- c. Each student is responsible for bringing (class materials) a notebook, pen/pencil, paper, and assignments to class each day. (Be prepared - Be responsible)
- d. Students are expected to return all materials, tools, and supplies to their proper place before leaving the classroom or lab.
- e. Straighten chairs and tables in the classroom and wait quietly for the instructor to dismiss you. You may not leave on your own accord.
- f. No one will be allowed to use the restroom during class time without permission from the instructor.
- g. Eating and/or gum chewing is not allowed in any Ag classroom/building during class time. Bottled water or bottle milk is permissible as long as it does not disrupt class and students throw away contents when done.
- h. Assignments are expected to be turned in on time. All assignments are designated through a "weekly packet" that is provided at the start of each week (Monday). All packets are due at the end of the week (Friday). If you are absent on Friday, you have until the end of the following week to turn in your packet. Failure to do so will result in a "0" score.
- i. It is the student's responsibility to communicate with the teacher on what was missed upon returning to class. Any missed quiz, test, and/or assignment must be made up within (3) days after returning to school for full credit. Failure to do so will result in a deducted score (see "h") to a score of 0 (zero).
- j. Inappropriate language, class disruption, and/or inappropriate behavior will not be tolerated.

**Behavior Expectations and Consequences**

The objective and policy of the Agriculture Department is to create a safe, positive and productive learning environment for each student and the class. Any behavior and/or action that do not meet this objective will result in immediate attention and action.

Consequences for inappropriate behavior include (but not limited to) a verbal warning, removal from class, referral, Agriculture Department work duty/assignment, parent contact and/or AHS administration action.

We have discussed the above information (including the back side of this page) in class. Please take the time to discuss the information with your son/daughter. Sign and return this form to the Agriculture Department. If you have any questions, please don't hesitate to contact any of us at 656-1592.

Student: \_\_\_\_\_ Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_  
Class: \_\_\_\_\_ Period: \_\_\_\_\_





## **Pitman High School Agriculture Department**

### **Ms. Schiber's Philosophies and Grading Standards**

The primary goal of the Pitman High School Agriculture Department is to provide each student with an opportunity for the best possible education in keeping with the student's interest and abilities. This opportunity is available so long as the student benefits and does not interfere with other student's rights to receive an education. The Pitman High School Agriculture Department recognizes that individual differences exist among students. The Agriculture program is planned to develop a strong educational foundation, career and educational development skills, personal growth, worthy attitudes, and interest of all students enrolled.

The following grading system has been developed in order to be fair and equitable when assigning grades to students and is consistent with the philosophy and policies of the Merced Union High School District.

- I. **Class Participation/ Behavior:** Attendance and Behavior will account for 5% of the total grade earned during the grading period. **5 points will be allotted each day for attendance and behavior.** Points are deducted and/or eliminated each day/week due to absence, tardy, disruptive behavior, lack of preparation, etc... These points CANNOT be made up.
- II. **Grading:** Grades are based on a percentage (90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, 0-59 = F)

#### **Art & History of Floral Design**

5%	Class Participation / Behavior
10%	FFA Participation
5%	Floral Spiral
5%	SAE
15%	Tests
30%	Classroom Assignments
30%	Floral Projects & Webpage Assignments
100%	Total

#### **III. Materials Needed**

- Spiral Notebook (70+ page count)
- Weebly Account (we will create this in class)
- Pen / pencil
- A GREAT ATTITUDE!!

- (\*) **"FFA Participation"** – All of the Pitman High School agriculture courses fall under the California State Agriculture Curriculum. The courses/curriculum include an "intra-curricular" format engaging classroom, SAE (Supervised Agriculture Experience), and FFA instruction/involvement. 10% of a student's grades in all the agriculture courses are designed to encourage activity/involvement beyond the classroom. 3 FFA activities each quarter makes up the 10% portion of a student's grade in their agriculture course(s). Activities include official school, local, and state sponsored FFA activities, meetings, school projects, and community services. Our staff is always willing to work with any student in fulfilling this requirement. Our staff ensures there are numerous opportunities available for students to achieve this goal. Any additional activities (beyond the 3 required) go towards overall class "extra-credit", so it also serves as an opportunity to strengthen a grade. The overall objective within our program is to provide our students the opportunities of premier leadership, personal growth, and career success through agriculture education, and the "FFA Participation" aspect of our courses/grading contributes towards that goal.





Name: \_\_\_\_\_

**Pitman High School Agriculture Department  
Ms. Schiber's Classroom Policies for Environmental Horticulture**

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Class: \_\_\_\_\_ Period: \_\_\_\_\_



## **Pitman High School Agriculture Department** **Ms. Schiber's Philosophies and Grading Standards**

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- II. **Grading:** Grades are based on a percentage (90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, 0-59 = F)

### **Environmental Horticulture**

5%	Class Participation / Behavior
10%	FFA Participation
5%	Horticulture Spiral Notebook
5%	SAE
15%	Tests
30%	Classroom Assignments
30%	Horticulture Projects & Webpage Assignments
100%	Total

### **III. Materials Needed**

- Spiral Notebook (70+ page count)
- Weebly Account (we will create this in class)
- Pen / pencil
- A GREAT ATTITUDE!!

- (\*) **"FFA Participation"** – All of the Pitman High School agriculture courses fall under the California State Agriculture Curriculum. The courses/curriculum include an "intra-curricular" format engaging classroom, SAE (Supervised Agriculture Experience), and FFA instruction/involvement. 10% of a student's grades in all the agriculture courses are designed to encourage activity/involvement beyond the classroom. 3 FFA activities each quarter makes up the 10% portion of a student's grade in their agriculture course(s). Activities include official school, local, and state sponsored FFA activities, meetings, school projects, and community services. Our staff is always willing to work with any student in fulfilling this requirement. Our staff ensures there are numerous opportunities available for students to achieve this goal. Any additional activities (beyond the 3 required) go towards overall class "extra-credit", so it also serves as an opportunity to strengthen a grade. The overall objective within our program is to provide our students the opportunities of premier leadership, personal growth, and career success through agriculture education, and the "FFA Participation" aspect of our courses/grading contributes towards that goal.



**Pitman High School Agriculture Department**  
**Viticulture & Environmental Science**  
**Course Syllabus 2017-2018**



**DESCRIPTION:**

Viticulture (grape-growing) is a college-prep science elective class that prepares students for further studies and employment in the viticulture and wine making industry. The course equips them with the knowledge and skills necessary to succeed in college and in the work force. The course emphasizes hands-on agricultural applications using local vineyards and wineries as extensions of the classroom. Each year, students in this class collaborate with industry at every step of vineyard management (from pruning –to harvest and from crush to fermentation) in the production of one barrel of wine. Guest speakers, field trips and demonstrations enhance the learning for all students. Students will not only learn about the history of the Napa Valley, but the emerging careers in viticulture and enology that will enrich and ensure the sustainability of our valley's main industry in the future. Students are also provided with the unique opportunity to participate in pre-professional associations such as the FFA and competitive career development activities that *enhance* their academic skills, promote career choices, and contribute to employability.

*Elective – meets science graduation requirements and meets the UC “g” admission requirement*

**COURSE OBJECTIVES:**

**The course objectives are as follows:**

1. To develop an appreciation and awareness of the importance of the viticulture industry.
2. To incorporate scientific methods and biological principles with modern agricultural practices.
3. To prepare students for college level entry in the various disciplines of viticulture.
4. To recognize plant physiology, growth requirements, & nutrients needed for optimum growth.
5. To recognize the diversity of life and the interrelationships among all organisms
6. To understand the impact of the viticulture industry on the local and state economy.
7. To be aware of the historical and descriptive nature of the viticulture industry.

Topic	Textbooks / References	Section / Chapter	Speakers / Labs / Field Trips
Intro to Course & Class Vineyard PHS Agriculture Program	Syllabus Course Outline	---	Thinning Fruit Equipment Prep
Viticulture Industry / History Seasons in the Vineyard	General Viticulture	Ch. 1	Testing Brix & pH
Harvest / Crush / Fermentation Overview of Winemaking	General Viticulture Wine 101	Ch 20-21	Harvest & Crush
Production Regions of the World Climate / Appellations	General Viticulture	Ch. 3-4	Napa County Viticulture Society
Appellation Presentations	Local References	N/A	Presentations & Speakers
Basic Plant Science Classification of Grapes / Varieties	General Viticulture	Ch. 5 Ch. 2 & 24	Composting Grape Pomace
Annual Lifecycle / Growth Cycle Vine Terminology	General Viticulture	Ch 5	Speakers, TBA
Vine Structure & Function	General Viticulture	Ch 5	Poster Project
Basic Soil Science Overview	Handouts	Ch 4	Taking Composite Soil Samples
Soil Fertility & Management	Growing Organic Winegrapes	Pgs. 15-25 Ch 17	Soil Analysis Dellavalle Labs
Cover Cropping for Vineyards	Handouts	---	Speaker
Erosion & Erosion Control	Vineyards in the Watershed	Ch. 1 and Appendix III	Planting Cover Crops

Physiology of the Vine	General Viticulture	Ch. 6	Speakers
Pruning / Record Books	General Viticulture	Ch. 13	Speakers
Grapevine Propagation	General Viticulture	Ch. 9	Grafting Rooted Cuttings
Vineyard Site Selection	General Viticulture	Ch. 10	Barbour Vineyard Management
Rootstock Selection	General Viticulture	Ch. 10	Field Trip: Spotteswoode Estate
Vineyard Design & Development	General Viticulture	Ch 10	Field Trip: Madrigal
Bud Break / Frost Protection	General Viticulture	Ch 18	Sprinkler & Wind Machines
Spring Management: Weeds	General Viticulture	Ch 15	Weed Management
Trellis Repair Training Young Vines	General Viticulture	Ch 11-12	Field Trip: American Trellising
Integrated Pest Management	General Viticulture	Ch 6	Shoot Removal
Insects & Mites	General Viticulture	Ch 19	Insect Monitoring Nematode Sampling
Irrigation / Drip Irrigation Repair	General Viticulture	Ch 16	Shoot Removal Moving Wires
Grape Diseases & Disorders	General Viticulture	Ch 18	Petiole Sampling
Pest Management Practices	General Viticulture	Ch 14	Barn Owl Boxes Wildwing, Inc
Safe Use of Pesticides	General Viticulture	Ch 7	Calibration

**REQUIRED TEXT BOOKS:** (All available in class. You will not take any texts home.)

- Winkler, Cook, Kliewer, Lider, (1974). **"General Viticulture"**  
University of California, Davis & California Department of Education (1991).
- Poirier Locke, Julianne (2002) **"Vineyards in the Watershed"**  
Napa Sustainable Wine Growing Group
- Thrupp, L. Ann, PhD (2003). **"Growing Organic Wine Grapes"**
- Stevensen, Tom. DK Publishing (2003). **"Wine: 101 Essential Tips"**

**SUPPLEMENTAL INSTRUCTIONAL RESOURCES:**

Items listed below are commonly used as supplementary materials and are coordinated with the adopted course objectives:

- Introduction to Winemaking, Viticulture & Enology 3 - UC Davis Course Study Guide
- Vineyard Simple: How to Build & Maintain Your Own Small Vineyard, by Tom Powers
- From Vines to Wines, Storey Books, Pownal, VT. Cox, Jeff (1994).
- Industry Trade Journals, Videos, DVD's & the Internet

**KEY ASSIGNMENTS:**

- A. Lecture Notes
- B. Written Assignments
- C. Demonstration of hands-on skills
- D. Presentations (individual. & group)
- E. Pest Brochure / Poster Projects
- F. Binder Organization
- G. Hands-on Laboratory activities
- H. SAE Project & Record Book
- I. FFA Leadership Participation
- J. Field Trip / Speaker Participation

**INSTRUCTIONAL METHODS:**

- A. Lecture
- B. Audio Visual Materials
- C. Guest Speakers
- D. Minimal Homework Assignments
- E. Group & Individual Activities
- F. Hands-on Investigations
- G. Discussions
- H. Quizzes, Tests & Final Exam
- I. Field Trips
- J. Internet Exploration
- K. Seminar Presentations
- L. Trade Shows

## **Grading Policy:**

Grades will be based on the following:

- 50% - Class assignments, projects, tests and quizzes, class/lab participation, binder checks, class sales, tasting room, etc.
- 40% - Homework FFA Activities and Supervised Ag Experience
- 10% - Participation & Cooperative Behavior

The grading scale is as follows:

- 90-100% = A
- 80-89% = B
- 70-79% = C
- 60-69% = D
- 0-59% = F

**\*Absences:** It is the student's responsibility to obtain any missed notes, assignments, quizzes, and tests. Students should first look in the "Out" box for any handouts, and if there are any questions or needs from the instructor, it is the student's responsibility to see me outside of class time on the day of their return. Any assignments or exams missed due to excused absences must be completed within the same number of days as the absence. Assignments, exams, etc. missed due to unexcused absence or suspension will count as a zero.

## **HOMEWORK OPTIONS:**

Option A = Write the Essay due the last day of each quarter on the posted topic. 40% of total grade

Option B = Part A: 15% of total grade

FFA = Participating and Collecting 2 activity credits per quarter **and** turning them in.

Part B: 25% of total grade

SAE = Developing & maintaining an approved project **and** turning in proof each quarter.

1<sup>st</sup> Qtr: Plan Paragraph

2<sup>nd</sup> Qtr: Record Books

3<sup>rd</sup> Qtr: Visual Proof

4<sup>th</sup> Qtr: Different/Ongoing Visual Proof

## **Wine Magnums:**

In order to receive your magnum in May of 2014 you must meet the following criteria. If the criteria are not met, your name will not be included on the etching of the bottle and your family will not be presented or given a magnum of the 2013 vintage at the Chapter Banquet in 2014.

- You must be enrolled in the viticulture class for the entire school year (2013-2014)
- You must attend the harvest and grape processing
- You must have a satisfactory attendance record in viticulture and not have excessive tardies
- You must exemplify the ideals of a good community citizen and student of PHS.
- If you cannot attend the Chapter Banquet, you must make arrangements with the instructor to have a parent pick the wine up at PHS May of 2014.

**Supplies:** You will need to come prepared to class each day with your binder, writing utensils, and paper. **Viticulture Binder:** Students will need a binder (1.5"-2"). This needs to be in class each day with you and will be graded throughout each quarter. Your binder is expected to be neat, organized, and complete for a full credit score.

## **Expectations and Class Rules:**

1. All PHS rules apply. Please see your student handbook for campus policies.
2. **General Behavior:**
  - Respect other's rights to learn
  - Respect of other's property
  - Respect of others!
3. **General Work Habits:**
  - Use time wisely... Time is a finite resource: there is only so much of it.
  - Quality, quality, quality... Strive for excellence and understanding
  - Learn to enjoy learning... The possibilities are endless.
4. **WORKPLACE RULES:**
  - A. Act like an adult
  - B. Follow directions
  - C. Work for your pay
5. Be courteous, cooperative, and respect the rights and property of others.

6. Be in class on time and prepared to work. Always have notebook and floral kit available. Tardies are not acceptable and you will not be admitted in class without a tardy slip. For ALL unexcused tardies a 10 minute detention during Wednesday's Access period will be issued. (Report to K-2)
7. Absolutely NO cell phones, i-Pods, MP3 players, or other electronic devices may be seen or used during class unless given teacher permission. *First offense = Warning. Second offence = Teacher Confiscation for duration of period. Third offence = Confiscated and sent to Mr. Scinto.*
8. Wear appropriate clothing for the class situation. I will let you know ahead of time if we are going to be doing a lab or working outside the classroom so that you can be prepared.
9. All tools and equipment are to be properly maintained and stored. If something is found broken or not working, please notify the instructor immediately.
10. The classroom/lab will be kept neat and clean at all times. If the classroom/lab is not cleaned properly after an activity, the entire class will stay until it is done.
11. No food or open containers should be in the classroom at any time, unless provided by the instructor. Please leave or dispose of these items outside before class.
12. No hats or sunglasses will be worn in class.
13. Be responsible and take care of bathroom necessities before class. Restroom use is for emergencies only.
14. Class will end when the instructor has dismissed you.

***Be Punctual \* Be Prepared \* Be Positive \*Be Professional \* Be Polite***

### **FFA Participation and Supervised Agricultural Experience (SAE):**

All students enrolled in this class have the opportunity to become active members of the FFA, a national student leadership organization that promotes premier leadership, personal growth, and career success through agricultural education. The FFA & SAE areas are integral components to Agriculture Education. This counts for 10% of the student's grade.

**FFA Organization:** The FFA component is graded on the number of Activity Points you earn each quarter. Opportunities to earn points will be announced by your teacher and/or your FFA officers and are posted on the calendars in each Ag classroom. To earn full credit, you must participate in at least 2 activities by the end of each semester. Activities can roll over from quarter to quarter. Opportunities to earn activity points include such things as attending FFA chapter meetings, attending leadership conferences, participating in speaking competitions or career development events, helping teachers with various jobs, and volunteering at various events throughout the year. All FFA Activities should be recorded on your blue Activities Sheet

**SAE:** CA State Standards in Agriculture Education require that all students have at least one approved SAE project. The majority of students in this class will have some type of floral project as their SAE, but are not limited to this specific area. The SAE grade will be determined by scoring the FFA Record Book where students track the number of hours and other important information pertinent to their project. Student's Record Books are graded from December through June.







# Supporting Documents

4

## Course Gradebooks

## 4. Course Gradebooks

In regards to grading I do my best to update Gradebooks every week. In worst case scenario I update grades every two weeks. I do all of my grading through Google and Aeries. Students have access to their grades through online and an app that they have on their phones. They are able to check their grades at the push of a button, which allows them to stay up to date on their current grade and holds me accountable to input grades as often as possible.

**Aeries**  
Student Information Systems

Search students...

Pages

Reports

Favorites

Filter Pages...

Home

Tendance

Tendance by Photo

Tendance by Photo (New)

Gradebook

Grades

Student Data

Teacher Misc

Aeries Analytics

Strict Assets


View All Reports

View All Forms

Log Out

Home

New Aeries Tour



**Aeries has a fresh new look!**  
Our UX / UI team has been working to bring beauty and enhanced usability to our platform. Take a tour of what's new in the updated Aeries user interface!

[Take a Tour of the New Aeries](#) [Tour the New Student Profile Page](#)

Currently accessing from IP 10.60.240.121 Last accessed from IP 10.60.212.52 at 5/22/1

Class Summary

Per	Term	Course	Room	Gradebook
Current Terms				
1	Year	Environmental Hort	D105	<div>Environmental Hort</div>
1	Year	Teacher Aide	D105	<div>Teacher Aide</div>
2	Year	Hls/Art Flor(P)	D105	<div>Hls/Art Flor(P)</div>
3	Year	Hls/Art Flor(P)	D105	<div>Floral Design</div>
4	Year	Hls/Art Flor(P)	D105	<div>Hls/Art Flor(P)</div>
5	Year	VitEnvSc	D105	<div>Floral Design</div>
6	Year	VitEnvSc	D105	<div>VitEnvSc</div>
7	Year	Coop Ag Occ	D105	<div>Viticulture</div>
7	Year	Farm Mgmt	D105	<div>Farm Mgmt</div>
7	Year	Farm Mgmt	D105	<div>Farm Management</div>





[Tiles](#) [List](#) [Table](#)

[Add Gradebook](#)

[Mass Add Gradebooks](#)

[Link Gradebooks](#)

[Copy Gradebook](#)

▼ Current Terms

- 1 - Environmtl Hort - Spring
- 1 - Teacher Aide - Spring
- 2 - His/Art Flor(P) - Spring
- 3 - His/Art Flor(P) - Spring
- 6 - VitEnvSc - Spring
- 7 - Farm Mgmt - Spring

Edit Scores By...

- |                       |                            |                         |
|-----------------------|----------------------------|-------------------------|
| <a href="#">Class</a> | <a href="#">Assignment</a> | <a href="#">Student</a> |
| <a href="#">Class</a> | <a href="#">Assignment</a> | <a href="#">Student</a> |
| <a href="#">Class</a> | <a href="#">Assignment</a> | <a href="#">Student</a> |
| <a href="#">Class</a> | <a href="#">Assignment</a> | <a href="#">Student</a> |
| <a href="#">Class</a> | <a href="#">Assignment</a> | <a href="#">Student</a> |
| <a href="#">Class</a> | <a href="#">Assignment</a> | <a href="#">Student</a> |

Functions

- |                                  |                                |
|----------------------------------|--------------------------------|
| <a href="#">Manage Gradebook</a> | <a href="#">Add Assignment</a> |
| <a href="#">Manage Gradebook</a> | <a href="#">Add Assignment</a> |
| <a href="#">Manage Gradebook</a> | <a href="#">Add Assignment</a> |
| <a href="#">Manage Gradebook</a> | <a href="#">Add Assignment</a> |
| <a href="#">Manage Gradebook</a> | <a href="#">Add Assignment</a> |
| <a href="#">Manage Gradebook</a> | <a href="#">Add Assignment</a> |

► Past Terms

Edit Scores By...

Functions

Options: Not Applicable / Transfer Grade				Chapter 12 Knowledge...	Chapter 12 Study Guide	Plant and Soil Knowledge	Chapter 12 Test	Chapter 12 Final	Study Guide Chapter 12/13	Assessment #1/2/3/4/5/6/7/8/9/10/11/12/13/14/15/16/17/18/19/20/21/22/23/24/25/26/27/28/29/30/31/32/33/34/35/36/37/38/39/40/41/42/43/44/45/46/47/48/49/50/51/52/53/54/55/56/57/58/59/60/61/62/63/64/65/66/67/68/69/70/71/72/73/74/75/76/77/78/79/80/81/82/83/84/85/86/87/88/89/90/91/92/93/94/95/96/97/98/99/100/101/102/103/104/105/106/107/108/109/110/111/112/113/114/115/116/117/118/119/120/121/122/123/124/125/126/127/128/129/130/131/132/133/134/135/136/137/138/139/140/141/142/143/144/145/146/147/148/149/150/151/152/153/154/155/156/157/158/159/160/161/162/163/164/165/166/167/168/169/170/171/172/173/174/175/176/177/178/179/180/181/182/183/184/185/186/187/188/189/190/191/192/193/194/195/196/197/198/199/200/201/202/203/204/205/206/207/208/209/210/211/212/213/214/215/216/217/218/219/220/221/222/223/224/225/226/227/228/229/230/231/232/233/234/235/236/237/238/239/240/241/242/243/244/245/246/247/248/249/250/251/252/253/254/255/256/257/258/259/260/261/262/263/264/265/266/267/268/269/270/271/272/273/274/275/276/277/278/279/280/281/282/283/284/285/286/287/288/289/290/291/292/293/294/295/296/297/298/299/300/301/302/303/304/305/306/307/308/309/310/311/312/313/314/315/316/317/318/319/320/321/322/323/324/325/326/327/328/329/330/331/332/333/334/335/336/337/338/339/340/341/342/343/344/345/346/347/348/349/350/351/352/353/354/355/356/357/358/359/360/361/362/363/364/365/366/367/368/369/370/371/372/373/374/375/376/377/378/379/380/381/382/383/384/385/386/387/388/389/390/391/392/393/394/395/396/397/398/399/400/401/402/403/404/405/406/407/408/409/410/411/412/413/414/415/416/417/418/419/420/421/422/423/424/425/426/427/428/429/430/431/432/433/434/435/436/437/438/439/440/441/442/443/444/445/446/447/448/449/450/451/452/453/454/455/456/457/458/459/460/461/462/463/464/465/466/467/468/469/470/471/472/473/474/475/476/477/478/479/480/481/482/483/484/485/486/487/488/489/490/491/492/493/494/495/496/497/498/499/500/501/502/503/504/505/506/507/508/509/510/511/512/513/514/515/516/517/518/519/520/521/522/523/524/525/526/527/528/529/530/531/532/533/534/535/536/537/538/539/540/541/542/543/544/545/546/547/548/549/550/551/552/553/554/555/556/557/558/559/560/561/562/563/564/565/566/567/568/569/570/571/572/573/574/575/576/577/578/579/580/581/582/583/584/585/586/587/588/589/590/591/592/593/594/595/596/597/598/599/600/601/602/603/604/605/606/607/608/609/610/611/612/613/614/615/616/617/618/619/620/621/622/623/624/625/626/627/628/629/630/631/632/633/634/635/636/637/638/639/640/641/642/643/644/645/646/647/648/649/650/651/652/653/654/655/656/657/658/659/660/661/662/663/664/665/666/667/668/669/670/671/672/673/674/675/676/677/678/679/680/681/682/683/684/685/686/687/688/689/690/691/692/693/694/695/696/697/698/699/700/701/702/703/704/705/706/707/708/709/710/711/712/713/714/715/716/717/718/719/720/721/722/723/724/725/726/727/728/729/730/731/732/733/734/735/736/737/738/739/740/741/742/743/744/745/746/747/748/749/750/751/752/753/754/755/756/757/758/759/760/761/762/763/764/765/766/767/768/769/770/771/772/773/774/775/776/777/778/779/780/781/782/783/784/785/786/787/788/789/790/791/792/793/794/795/796/797/798/799/800/801/802/803/804/805/806/807/808/809/810/811/812/813/814/815/816/817/818/819/820/821/822/823/824/825/826/827/828/829/830/831/832/833/834/835/836/837/838/839/840/841/842/843/844/845/846/847/848/849/850/851/852/853/854/855/856/857/858/859/860/861/862/863/864/865/866/867/868/869/870/871/872/873/874/875/876/877/878/879/880/881/882/883/884/885/886/887/888/889/890/891/892/893/894/895/896/897/898/899/900/901/902/903/904/905/906/907/908/909/910/911/912/913/914/915/916/917/918/919/920/921/922/923/924/925/926/927/928/929/930/931/932/933/934/935/936/937/938/939/940/941/942/943/944/945/946/947/948/949/950/951/952/953/954/955/956/957/958/959/960/961/962/963/964/965/966/967/968/969/970/971/972/973/974/975/976/977/978/979/980/981/982/983/984/985/986/987/988/989/990/991/992/993/994/995/996/997/998/999/1000/1001/1002/1003/1004/1005/1006/1007/1008/1009/1010/1011/1012/1013/1014/1015/1016/1017/1018/1019/1020/1021/1022/1023/1024/1025/1026/1027/1028/1029/1030/1031/1032/1033/1034/1035/1036/1037/1038/1039/1040/1041/1042/1043/1044/1045/1046/1047/1048/1049/1050/1051/1052/1053/1054/1055/1056/1057/1058/1059/1060/1061/1062/1063/1064/1065/1066/1067/1068/1069/1070/1071/1072/1073/1074/1075/1076/1077/1078/1079/1080/1081/1082/1083/1084/1085/1086/1087/1088/1089/1090/1091/1092/1093/1094/1095/1096/1097/1098/1099/1100/1101/1102/1103/1104/1105/1106/1107/1108/1109/1110/1111/1112/1113/1114/1115/1116/1117/1118/1119/1120/1121/1122/1123/1124/1125/1126/1127/1128/1129/1130/1131/1132/1133/1134/1135/1136/1137/1138/1139/1140/1141/1142/1143/1144/1145/1146/1147/1148/1149/1150/1151/1152/1153/1154/1155/1156/1157/1158/1159/1160/1161/1162/1163/1164/1165/1166/1167/1168/1169/1170/1171/1172/1173/1174/1175/1176/1177/1178/1179/1180/1181/1182/1183/1184/1185/1186/1187/1188/1189/1190/1191/1192/1193/1194/1195/1196/1197/1198/1199/1200/1201/1202/1203/1204/1205/1206/1207/1208/1209/1210/1211/1212/1213/1214/1215/1216/1217/1218/1219/1220/1221/1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Series: Gradebook - Scores by Class

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Overview: All Assignments / Transfer Grades				Report Sheet: For Assignment...		Post Date		Final Grade Label: (Check...)		Final Grade: Grade		Final Date		Score for PM: (50%)		What is a pass: (40%)		Passing Date	
Show Filters - Show Trend				✓ 5/18/2018 #11:20		✓ 5/22/2018 #18:17		✓ 5/27/2018 #19:25		✓ 6/22/2018 #21:15		✓ 6/22/2018 #21:16		✓ 6/22/2018 #21:18		✓ 6/24/2018 #21:19		✓ 6/24/2018 #24:12	
Summary by: Student Name [↓] - Assignment Due Date [↓]																			
Rank	Student	Due	Score	Grade	Weight	Score	Weight	Score	Weight	Score	Weight	Score	Weight	Score	Weight	Score	Weight	Score	Weight
1	Aguiniga, Morgan A.	12	96.7	A	20	NA		25		13		10		10		10		10	NA
2	Amaya, Isabella F.	11	99.1	A	20	70		25		15		10		10		10		10	20
3	Ayala, Alexia M.	12	93.4	A	20	70		25		15		10		10		10		10	20
4	Benitez, Victor A.	12	94.9	A	20	NA		25		13		10		10		10		10	20
5	Blackwell, Samuel L.	12	94.7	A	18	70		25						10		10		10	NA
6	Estrada, Deioni N.	12	90.2	A-	20	70		25						10		10		10	20
7	Farro, Colton T.	12	100.4	A	20	75		25		15		10		10		10		10	20
8	Goldsmith, Nickolas F.	12	87.5	B	20	65		25				10		10		10		10	20
9	Hagen, Brett C.	12	82.8	B-	16	65		25				10							20
10	Horn, Cameron T.	12	91.0	A-	20	70						10		10		10		10	20
11	Ippolito, Andrew M.	11	100.5	A	20	75		25		15		10		10		10		10	20
12	Lazar, Kevin	12	82.7	B-	17	70		25								10		10	20
13	Lee, Larry R.	12	80.2	B-	17	NA		25								10		10	20
14	Nascimento, Elizabeth R.	12	96.4	A	20	75		NA		15				10		10		10	20
15	Nava Urbach, Brenda M.	12	88.9	B+	15	NA		NA				10		10		10		10	20
16	Ramos, Albert	12	96.0	A	20	75		25				10		10		10		10	30
17	Reyes, Antonio J.	12	81.7	B-	18	75		NA								10		10	20
18	Romeo, Joseph P.	12	90.0	A-	20	50		25		15		10		10		10		10	20
19	Rueda, Daniel A.	12	87.5	B	20	70				15				10					NA

☐ Att Info
 ☐ Comment/Status Info
 ☐ Missing
 ☐ # Correct > Max
 ☐ Max = 0
 ☐ Inactive Student
 ☒ Grading Complete
 ☐ Transfer Grade

<input type="checkbox"/> Override Not Applicable / Transfer Grades					First Quarter Outdoor...	Fourth Quarter Work
<input type="checkbox"/> Show Filters - <input type="checkbox"/> Show Trend					3/8/2018 #1 : 50	5/23/2018 #2 : 100
Sorting by: Student Name  - Assignment Due Date						
	Name	Grd	%	Mark		
1	Barajas, Diana	11	100.0	A	50	100
2	Cunha, Madison V.	11	100.0	A	50	100
3	Dolberry, Keegan D.	11	90.0	A-	45	90
4	Donaldson, Payton O.	11	96.6	A	50	95
5	Galicia, Ricardo	12	100.0	A	50	100
6	Long, Dexter B. (Brice)	11	93.3	A	50	90
7	Martin, Hailey M.	12	96.6	A	50	95
8	Morris, Ryder L.	10	96.6	A	50	95
9	Segura, Dahlia E.	11	96.6	A	50	95
10	Sisneros, Roberto	12	100.0	A	50	100
11	Souza, Kekoa J.	11	95.3	A	48	95
12	Vanek, James P.	12	100.0	A	50	100
13	Wright, Mary L.	12	96.6	A	50	95
14	Climer, Jake D.	11	100.0	A	50	Not Applicable
Class Averages 97.07 A 49.5 - 99.00% 96.15 - 96.15%						

☐ Att Info ☐ Comment/Status Info ☐ Missing ☐ # Correct > Max ☐ Max = 0 ☐ Inactive Student ☒

Grading Complete ( ) Transfer Grade



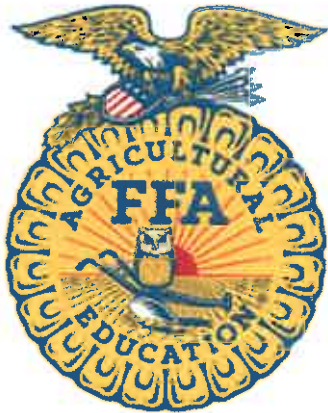
# Supporting Documents

5

## SAE Supervision Forms

## 5. SAE Supervision Forms

Most SAEs are broken into groups by advisor. Each advisor conducts visits in accordance with their schedule and method of organization. SAE visits consist of a formal or informal visit by the advisor with the student. Sometimes they are scheduled arrangements or sometimes the advisor will show up at the farm and answer any questions while they check on animals. The formal visits usually have an agenda, paperwork to fill out, and a letter home for the parents. Having documentation that is on file and sent home helps keep all parties informed of the ongoing status of the student's project.



**PITMAN HIGH SCHOOL**  
**Agriculture Education Department**

**RECORD OF SUPERVISED AGRICULTURAL PROGRAM**

**Year of Graduation** \_\_\_\_\_ **Name of Student** \_\_\_\_\_

**Type of Project** \_\_\_\_\_

**Conditions Found at Time of Visit:**

**1. GENERAL CONDITION OF PROJECT:**

N/A    Yes    No

Student was present  
Clean pen/ project area  
Clean fresh water &/ Feed available  
Project has been well maintained  
Crop/Animal appears in good health  
Animal appears to have been worked with

**2. RECOMMENDATIONS MADE:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**3. ADDITIONAL NOTES:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Market Animal Information:**

**Wt.:** \_\_\_\_\_ **Average Daily Gain:** \_\_\_\_\_

**Days to fair:** \_\_\_\_\_ **Projected Fair Wt.:** \_\_\_\_\_

**Student's Signature:** \_\_\_\_\_ **Date** \_\_\_\_\_

**Signed:** \_\_\_\_\_

(Visiting Instructor)

**White: Teacher**

**Yellow: Student**

**Pink: Student File**





# Supporting Documents

6

School Board Approved

SAE and School Board

Approved FFA

## 6. School Board Approval of SAE and FFA

In the Turlock Unified School District, every course is approved which includes a portion of a student's grade account of SAE and FFA experiences. The courses I teach have been approved for 10% FFA and 10% SAE. I justified the percentage by including the California Educational Code on how it needs to be included but also made the point that only 20% of a student's grade is based on the co-curricular requirements meaning that a student could still get a passing grade by not doing any of the FFA and SAE requirement. Also, I include an SAE project inside the classroom or a project time which a student could use as SAE project that would account for the 10% which would give them an "A" if they choose not to do any FFA requirement. Attached below are the outlines in the syllabus for my grade scale.



**Pitman High School Agriculture Department**  
**Viticulture & Environmental Science**  
**Course Syllabus 2012-2013**

**DESCRIPTION:**

Viticulture (grape-growing) is a college-prep science elective class that prepares students for further studies and employment in the viticulture and wine making industry. The course equips them with the knowledge and skills necessary to succeed in college and in the work force. The course emphasizes hands-on agricultural applications using local vineyards and wineries as extensions of the classroom. Each year, students in this class collaborate with industry at every step of vineyard management (from pruning –to harvest and from crush to fermentation) in the production of one barrel of wine. Guest speakers, field trips and demonstrations enhance the learning for all students. Students will not only learn about the history of the Napa Valley, but the emerging careers in viticulture and enology that will enrich and ensure the sustainability of our valley's main industry in the future. Students are also provided with the unique opportunity to participate in pre-professional associations such as the FFA and competitive career development activities that *enhance* their academic skills, promote career choices, and contribute to employability.

*Elective – meets science graduation requirements and meets the UC "g" admission requirement*

**COURSE OBJECTIVES:**

**The course objectives are as follows:**

1. To develop an appreciation and awareness of the importance of the viticulture industry.
2. To incorporate scientific methods and biological principles with modern agricultural practices.
3. To prepare students for college level entry in the various disciplines of viticulture.
4. To recognize plant physiology, growth requirements, & nutrients needed for optimum growth.
5. To recognize the diversity of life and the interrelationships among all organisms
6. To understand the impact of the viticulture industry on the local and state economy.
7. To be aware of the historical and descriptive nature of the viticulture industry.

Topic	Textbooks / References	Section / Chapter	Speakers / Labs / Field Trips
Intro to Course & Class Vineyard SHHS Agriculture Program	Syllabus Course Outline	---	Thinning Fruit Equipment Prep
Viticulture Industry / History Seasons in the Vineyard	General Viticulture	Ch. 1	Testing Brix & pH
Harvest / Crush / Fermentation Overview of Winemaking	General Viticulture Wine 101	Ch 20-21	Harvest & Crush
Production Regions of the World Climate / Appellations	General Viticulture	Ch. 3-4	Napa County Viticulture Society
Appellation Presentations	Local References	N/A	Presentations & Speakers
Basic Plant Science Classification of Grapes / Varieties	General Viticulture	Ch. 5 Ch. 2 & 24	Composting Grape Pomace
Annual Lifecycle / Growth Cycle Vine Terminology	General Viticulture	Ch 5	Speakers, TBA
Vine Structure & Function	General Viticulture	Ch 5	Poster Project
Basic Soil Science Overview	Handouts	Ch 4	Taking Composite Soil Samples
Soil Fertility & Management	Growing Organic Winegrapes	Pgs. 15-25 Ch 17	Soil Analysis Dellavalle Labs
Cover Cropping for Vineyards	Handouts	---	Speaker
Erosion & Erosion Control	Vineyards in the Watershed	Ch. 1 and Appendix III	Planting Cover Crops
Physiology of the Vine	General Viticulture	Ch. 6	Speakers

Pruning / Record Books	General Viticulture	Ch. 13	Speakers
Grapevine Propagation	General Viticulture	Ch. 9	Grafting Rooted Cuttings
Vineyard Site Selection	General Viticulture	Ch. 10	Barbour Vineyard Management
Rootstock Selection	General Viticulture	Ch. 10	Field Trip: Spotteswoode Estate
Vineyard Design & Development	General Viticulture	Ch 10	Field Trip: Madrigal
Bud Break / Frost Protection	General Viticulture	Ch 18	Sprinkler & Wind Machines
Spring Management: Weeds	General Viticulture	Ch 15	Weed Management
Trellis Repair Training Young Vines	General Viticulture	Ch 11-12	Field Trip: American Trellising
Integrated Pest Management	General Viticulture	Ch 6	Shoot Removal
Insects & Mites	General Viticulture	Ch 19	Insect Monitoring Nematode Sampling
Irrigation / Drip Irrigation Repair	General Viticulture	Ch 16	Shoot Removal Moving Wires
Grape Diseases & Disorders	General Viticulture	Ch 18	Petiole Sampling
Pest Management Practices	General Viticulture	Ch 14	Barn Owl Boxes Wildwing, Inc
Safe Use of Pesticides	General Viticulture	Ch 7	Calibration

**REQUIRED TEXT BOOKS:** (All available in class. You will not take any texts home.)

- Winkler, Cook, Kliewer, Lider, (1974). **"General Viticulture"**  
University of California, Davis & California Department of Education (1991).
- Poirier Locke, Julianne (2002) **"Vineyards in the Watershed"**  
Napa Sustainable Wine Growing Group
- Thrupp, L. Ann, PhD (2003). **"Growing Organic Wine Grapes"**
- Stevensen, Tom. DK Publishing (2003). **"Wine: 101 Essential Tips"**

**SUPPLEMENTAL INSTRUCTIONAL RESOURCES:**

Items listed below are commonly used as supplementary materials and are coordinated with the adopted course objectives:

- Introduction to Winemaking, Viticulture & Enology 3 - UC Davis Course Study Guide
- Vineyard Simple: How to Build & Maintain Your Own Small Vineyard, by Tom Powers
- From Vines to Wines, Storey Books, Pownal, VT. Cox, Jeff (1994).
- Industry Trade Journals, Videos, DVD's & the Internet

**KEY ASSIGNMENTS:**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>A. Lecture Notes</li> <li>B. Written Assignments</li> <li>C. Demonstration of hands-on skills</li> <li>D. Presentations (individual. &amp; group)</li> <li>E. Pest Brochure / Poster Projects</li> <li>F. Binder Organization</li> <li>G. Hands-on Laboratory activities</li> <li>H. SAE Project &amp; Record Book</li> <li>I. FFA Leadership Participation</li> <li>J. Field Trip / Speaker Participation</li> </ul> | <ul style="list-style-type: none"> <li>D. Minimal Homework Assignments</li> <li>E. Group &amp; Individual Activities</li> <li>F. Hands-on Investigations</li> <li>G. Discussions</li> <li>H. Quizzes, Tests &amp; Final Exam</li> <li>I. Field Trips</li> <li>J. Internet Exploration</li> <li>K. Seminar Presentations</li> <li>L. Trade Shows</li> </ul> |
|--|--|

**INSTRUCTIONAL METHODS:**

- A. Lecture
- B. Audio Visual Materials
- C. Guest Speakers

### **Grading Policy:**

Grades will be based on the following:

- 50% - Class assignments, projects, tests and quizzes, class/lab participation, binder checks, class sales, tasting room, etc.
- 40% - Homework FFA Activities and Supervised Ag Experience
- 10% - Participation & Cooperative Behavior

The grading scale is as follows:

- 90-100% = A
- 80-89% = B
- 70-79% = C
- 60-69% = D
- 0-59% = F

**\*Absences:** It is the student's responsibility to obtain any missed notes, assignments, quizzes, and tests. Students should first look in the "Out" box for any handouts, and if there are any questions or needs from the instructor, it is the student's responsibility to see me *outside of class time* on the day of their return. Any assignments or exams missed due to excused absences must be completed within the same number of days as the absence. Assignments, exams, etc. missed due to unexcused absence or suspension will count as a zero.

### **HOMEWORK OPTIONS:**

Option A = Write the Essay due the last day of each quarter on the posted topic. 40% of total grade

Option B = Part A: 15% of total grade

FFA = Participating and Collecting 2 activity credits per quarter **and** turning them in.

Part B: 25% of total grade

SAE = Developing & maintaining an approved project **and** turning in proof each quarter.

1<sup>st</sup> Qtr: Plan Paragraph

2<sup>nd</sup> Qtr: Record Books

3<sup>rd</sup> Qtr: Visual Proof

4<sup>th</sup> Qtr: Different/Ongoing Visual Proof

### **Wine Magnums:**

In order to receive your magnum in May of 2014 you must meet the following criteria. If the criteria are not met, your name will not be included on the etching of the bottle and your family will not be presented or given a magnum of the 2013 vintage at the Chapter Banquet in 2014.

- You must be enrolled in the viticulture class for the entire school year (2013-2014)
- You must attend the harvest and grape processing
- You must have a satisfactory attendance record in viticulture and not have excessive tardies
- You must exemplify the ideals of a good community citizen and student of PHS.
- If you cannot attend the Chapter Banquet, you must make arrangements with the instructor to have a parent pick the wine up at PHS May of 2014.

**Supplies:** You will need to come prepared to class each day with your binder, writing utensils, and paper. **Viticulture Binder:** Students will need a binder (1.5"-2"). This needs to be in class each day with you and will be graded throughout each quarter. Your binder is expected to be neat, organized, and complete for a full credit score.

### **Expectations and Class Rules:**

1. All SHHS rules apply. Please see your student handbook for campus policies.
2. **General Behavior:**
  - Respect other's rights to learn
  - Respect of other's property
  - Respect of others!
3. **General Work Habits:**
  - Use time wisely... Time is a finite resource: there is only so much of it.
  - Quality, quality, quality... Strive for excellence and understanding
  - Learn to enjoy learning... The possibilities are endless.
4. **WORKPLACE RULES:**
  - A. Act like an adult
  - B. Follow directions
  - C. Work for your pay
5. Be courteous, cooperative, and respect the rights and property of others.

6. Be in class on time and prepared to work. Always have notebook and floral kit available. Tardies are not acceptable and you will not be admitted in class without a tardy slip. For ALL unexcused tardies a 10 minute detention during Wednesday's Access period will be issued. (Report to K-2)
7. Absolutely NO cell phones, i-Pods, MP3 players, or other electronic devices may be seen or used during class unless given teacher permission. *First offense = Warning. Second offence = Teacher Confiscation for duration of period. Third offence = Confiscated and sent to Mr. Scinto.*
8. Wear appropriate clothing for the class situation. I will let you know ahead of time if we are going to be doing a lab or working outside the classroom so that you can be prepared.
9. All tools and equipment are to be properly maintained and stored. If something is found broken or not working, please notify the instructor immediately.
10. The classroom/lab will be kept neat and clean at all times. If the classroom/lab is not cleaned properly after an activity, the entire class will stay until it is done.
11. No food or open containers should be in the classroom at any time, unless provided by the instructor. Please leave or dispose of these items outside before class.
12. No hats or sunglasses will be worn in class.
13. Be responsible and take care of bathroom necessities before class. Restroom use is for emergencies only.
14. Class will end when the instructor has dismissed you.

***Be Punctual \* Be Prepared \* Be Positive \*Be Professional \* Be Polite***

### **FFA Participation and Supervised Agricultural Experience (SAE):**

All students enrolled in this class have the opportunity to become active members of the FFA, a national student leadership organization that promotes premier leadership, personal growth, and career success through agricultural education. The FFA & SAE areas are integral components to Agriculture Education. This counts for 10% of the student's grade.

**FFA Organization:** The FFA component is graded on the number of Activity Points you earn each quarter. Opportunities to earn points will be announced by your teacher and/or your FFA officers and are posted on the calendars in each Ag classroom. To earn full credit, you must participate in at least 2 activities by the end of each semester. Activities can roll over from quarter to quarter. Opportunities to earn activity points include such things as attending FFA chapter meetings, attending leadership conferences, participating in speaking competitions or career development events, helping teachers with various jobs, and volunteering at various events throughout the year. All FFA Activities should be recorded on your blue Activities Sheet

**SAE:** CA State Standards in Agriculture Education require that all students have at least one approved SAE project. The majority of students in this class will have some type of floral project as their SAE, but are not limited to this specific area. The SAE grade will be determined by scoring the FFA Record Book where students track the number of hours and other important information pertinent to their project. Student's Record Books are graded from December through June.







Name: \_\_\_\_\_

**Pitman High School Agriculture Department**  
**Ms. Schiber's Classroom Policies for Floral Design**

**Ag Dept. / Classroom Rules**

1. The Agriculture Department will strictly adhere to Pitman High School's Student Responsibilities - Rules and Attendance policies. They are written and available for review on the AHS website (ash.muhsd.org)
2. Class begins when the bell rings. Students are expected to BE ON TIME, BE SEATED, BE PREPARED, and BE ATTENTIVE. Students will be considered tardy if they are not in their proper seat when the bell rings.
3. Students are expected to BE RESPECTFUL and treat their class, classmates, and classroom environment with respect. Disrespectful and/or rude behavior will not be tolerated.
4. Students are expected to BE RESPONSIBLE and ACCOUNTABLE for their actions and behavior. Students will be held accountable for their behavior and actions during class and towards their classroom responsibilities.

**Class/Classroom Policy Highlights**

- a. Talking will not be allowed while the instructor or another member of the class is talking. (BE RESPECTFUL)
- b. There will be no hats worn inside the Agriculture Department building/classroom. Cell phones are not to be used, heard, and/or seen during school hours. If they are seen (hats & cell phones) or heard (cell phones), they will be confiscated.
- c. Each student is responsible for bringing (class materials) a notebook, pen/pencil, paper, and assignments to class each day. (Be prepared - Be responsible)
- d. Students are expected to return all materials, tools, and supplies to their proper place before leaving the classroom or lab.
- e. Straighten chairs and tables in the classroom and wait quietly for the instructor to dismiss you. You may not leave on your own accord.
- f. No one will be allowed to use the restroom during class time without permission from the instructor.
- g. Eating and/or gum chewing is not allowed in any Ag classroom/building during class time. Bottled water or bottle milk is permissible as long as it does not disrupt class and students throw away contents when done.
- h. Assignments are expected to be turned in on time. All assignments are designated through a "weekly packet" that is provided at the start of each week (Monday). All packets are due at the end of the week (Friday). If you are absent on Friday, you have until the end of the following week to turn in your packet. Failure to do so will result in a "0" score.
- i. It is the student's responsibility to communicate with the teacher on what was missed upon returning to class. Any missed quiz, test, and/or assignment must be made up within (3) days after returning to school for full credit. Failure to do so will result in a deducted score (see "h") to a score of 0 (zero).
- j. Inappropriate language, class disruption, and/or inappropriate behavior will not be tolerated.

**Behavior Expectations and Consequences**

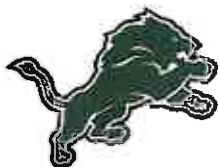
The objective and policy of the Agriculture Department is to create a safe, positive and productive learning environment for each student and the class. Any behavior and/or action that do not meet this objective will result in immediate attention and action.

Consequences for inappropriate behavior include (but not limited to) a verbal warning, removal from class, referral, Agriculture Department work duty/assignment, parent contact and/or AHS administration action.

We have discussed the above information (including the back side of this page) in class. Please take the time to discuss the information with your son/daughter. Sign and return this form to the Agriculture Department. If you have any questions, please don't hesitate to contact any of us at 656-1592.

Student: \_\_\_\_\_ Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_  
Class: \_\_\_\_\_ Period: \_\_\_\_\_





## **Pitman High School Agriculture Department**

### **Ms. Schiber's Philosophies and Grading Standards**

The primary goal of the Pitman High School Agriculture Department is to provide each student with an opportunity for the best possible education in keeping with the student's interest and abilities. This opportunity is available so long as the student benefits and does not interfere with other student's rights to receive an education. The Pitman High School Agriculture Department recognizes that individual differences exist among students. The Agriculture program is planned to develop a strong educational foundation, career and educational development skills, personal growth, worthy attitudes, and interest of all students enrolled.

The following grading system has been developed in order to be fair and equitable when assigning grades to students and is consistent with the philosophy and policies of the Merced Union High School District.

- I. **Class Participation/ Behavior:** Attendance and Behavior will account for 5% of the total grade earned during the grading period. **5 points will be allotted each day for attendance and behavior.** Points are deducted and/or eliminated each day/week due to absence, tardy, disruptive behavior, lack of preparation, etc... These points CANNOT be made up.
- II. **Grading:** Grades are based on a percentage (90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, 0-59 = F)

#### **Art & History of Floral Design**

5%	Class Participation / Behavior
10%	FFA Participation
5%	Floral Spiral
5%	SAE
15%	Tests
30%	Classroom Assignments
30%	Floral Projects & Webpage Assignments
<hr/>	
100%	Total

#### **III. Materials Needed**

- Spiral Notebook (70+ page count)
- Weebly Account (we will create this in class)
- Pen / pencil
- A GREAT ATTITUDE!!

- (\*) **"FFA Participation"** – All of the Pitman High School agriculture courses fall under the California State Agriculture Curriculum. The courses/curriculum include an "intra-curricular" format engaging classroom, SAE (Supervised Agriculture Experience), and FFA instruction/involvement. 10% of a student's grades in all the agriculture courses are designed to encourage activity/involvement beyond the classroom. 3 FFA activities each quarter makes up the 10% portion of a student's grade in their agriculture course(s). Activities include official school, local, and state sponsored FFA activities, meetings, school projects, and community services. Our staff is always willing to work with any student in fulfilling this requirement. Our staff ensures there are numerous opportunities available for students to achieve this goal. Any additional activities (beyond the 3 required) go towards overall class "extra-credit", so it also serves as an opportunity to strengthen a grade. The overall objective within our program is to provide our students the opportunities of premier leadership, personal growth, and career success through agriculture education, and the "FFA Participation" aspect of our courses/grading contributes towards that goal.



Name: \_\_\_\_\_

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- i. It is the student's responsibility to communicate with the teacher on what was missed upon returning to class. Any missed quiz, test, and/or assignment must be made up within (3) days after returning to school for full credit. Failure to do so will result in a deducted score (see "h") to a score of 0 (zero).
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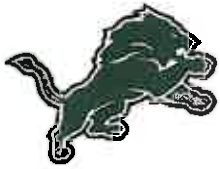
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## **Pitman High School Agriculture Department**

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- II. **Grading:** Grades are based on a percentage (90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, 0-59 = F)

#### **Environmental Horticulture**

5%	Class Participation / Behavior
10%	FFA Participation
5%	Horticulture Spiral Notebook
5%	SAE
15%	Tests
30%	Classroom Assignments
30%	Horticulture Projects & Webpage Assignments
<hr/>	
100%	Total

#### **III. Materials Needed**

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- Weebly Account (we will create this in class)
- Pen / pencil
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# Turlock Unified School District Agriculture

**Course Title:** Farm Management

**Teacher:** Mr. Kevin McGuire

(209) 667-4061 ext. 3997

[kmcguire@turlockusd.org](mailto:kmcguire@turlockusd.org)

Ms. Nicolette Schiber

(209)

[nschiber@turlockusd.org](mailto:nschiber@turlockusd.org)

---

## A. Course Description:

This course is designed for students to apply and further develop skills they have learned in their previous agriculture courses, which are considered essential in the everyday management of the modern farm operation. The course addresses essential skills in three areas: farm maintenance, animal husbandry, and plant husbandry. Safety will be emphasized in all areas. In addition, each skill area will be modeled to acquaint the student with both the “hands on” skills required to complete each job, as well as the theory behind the use of such methods in animal and plant culture practices, in addition to farm maintenance procedures. Class time will be divided between the school site and the district farm facility. Students are expected to work as a team in the everyday management and maintenance of the Turlock Unified District Farm.

## B. Recommended Resources:

- Environmental Horticulture, Floral Design, Ag Biology, Ag Earth Science, Welding, Ag Engineering

## C. Course Routines

1. Report to school farm (Monday, Tuesday, Thursday, Friday)
2. Report to school site classroom (Wednesday)

## D. Grading Policy and Procedures:

The following assignments will be used to assess and grade students:

<u>First Quarter Project</u>	<u>30%</u>
<u>Second Quarter Project</u>	<u>30%</u>
<u>Work Ethic/ Attitude</u>	<u>20%</u>

Coursework

10%

FFA Activities

10%

It is district-wide policy in accordance with the CA Education Code, that FFA involvement be a graded component of every course agriculture course. Students are required to have **two (2) FFA activities EACH QUARTER.**

Grading will be based on the following scale.

100 - 90%	A
89 - 80%	B
79 - 70%	C
69 – 60%	D
BELOW 60%	F

As a student in the Farm Management class, I understand what is expected of me and will do my best to complete all the class requirements.

**Student's signature:** \_\_\_\_\_

We the parents/guardians have read and understand what is expected of the student and will do our best to help him/her complete this course.

**Parent's signature:** \_\_\_\_\_



# Supporting Documents

7

## Program Activities

## 7. Program of Activities

The chapter officer team, particularly the Vice President, updates the chapter Program of Activities (POA) manually. They come up with any new things to add, old items to omit, and updates all of the photos, biographies, pictures, etc. At the end of the revision process, students bring the POA to the advisors for a final review and approval to print. A copy of the POA is kept on hand at all FFA events, filed in the Ag Department for any reviews as well as distributed to our administration and advisory committee.





JOHN H. PITMAN HIGH SCHOOL

# PITMAN FFA



## PROGRAM OF ACTIVITIES

J.H. PITMAN HIGH SCHOOL  
2525 W. CHRISTOFFERSEN PKWY.  
TURLOCK, CA 95382



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**Pitman FFA  
CHAPTER #0512**

**J.H. PITMAN HIGH SCHOOL  
2525 W. Christoffersen Parkway  
Turlock, CA 95382**



**PHONE: (209) 656-1592 EXT.4105 or 4101**

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## **Student Information**

NAME: \_\_\_\_\_ DATE : \_\_\_\_\_

ADDRESS: \_\_\_\_\_

AGRICULTURE TEACHER(S)

\_\_\_\_\_

PERIOD(S) OF AGRICULTURAL CLASS(ES)

\_\_\_\_\_

# DO YOU JUST BELONG?

Are you an active member, the kind that would be missed?

Or are you just content to have your name upon the list?

Do you attend the meetings and mingle with the flock?

Or do you usually stay away and criticize and knock?

Do you take an active part, to help and work along?

Or are you satisfied to be the kind that just belongs?

Do you pitch in, and do your share, to really make things tick?

Or leave the work to just a few, that you would call "the clique"

There's quite a program scheduled that we're sure you've heard about.

And we'll appreciate it if you, too, will help us work things out.

So come to the meetings often, and help with hand and heart.

Don't just be a member, but take an active part.

Think this over, friend, 'cause you know right from wrong.

Are you an "Active Member", or do you "just belong?"

Author Unknown



# **THE FFA CREED**

**Written by: E.M. Tiffany  
Adopted at the 3<sup>rd</sup> National FFA Convention**

I believe in the future of agriculture, with a faith born not of words but of deeds achievements won by the present and past generations of agriculturists; in the promise of better days through better ways, even as the better things we now enjoy have come to us from the struggles of former years.

I believe that to live and work on a good farm, or to be engaged in other agricultural pursuits, is pleasant as well as challenging; for I know the joys and discomforts of agricultural life and hold an inborn fondness for those associations which, even in hours of discouragement, I cannot deny.

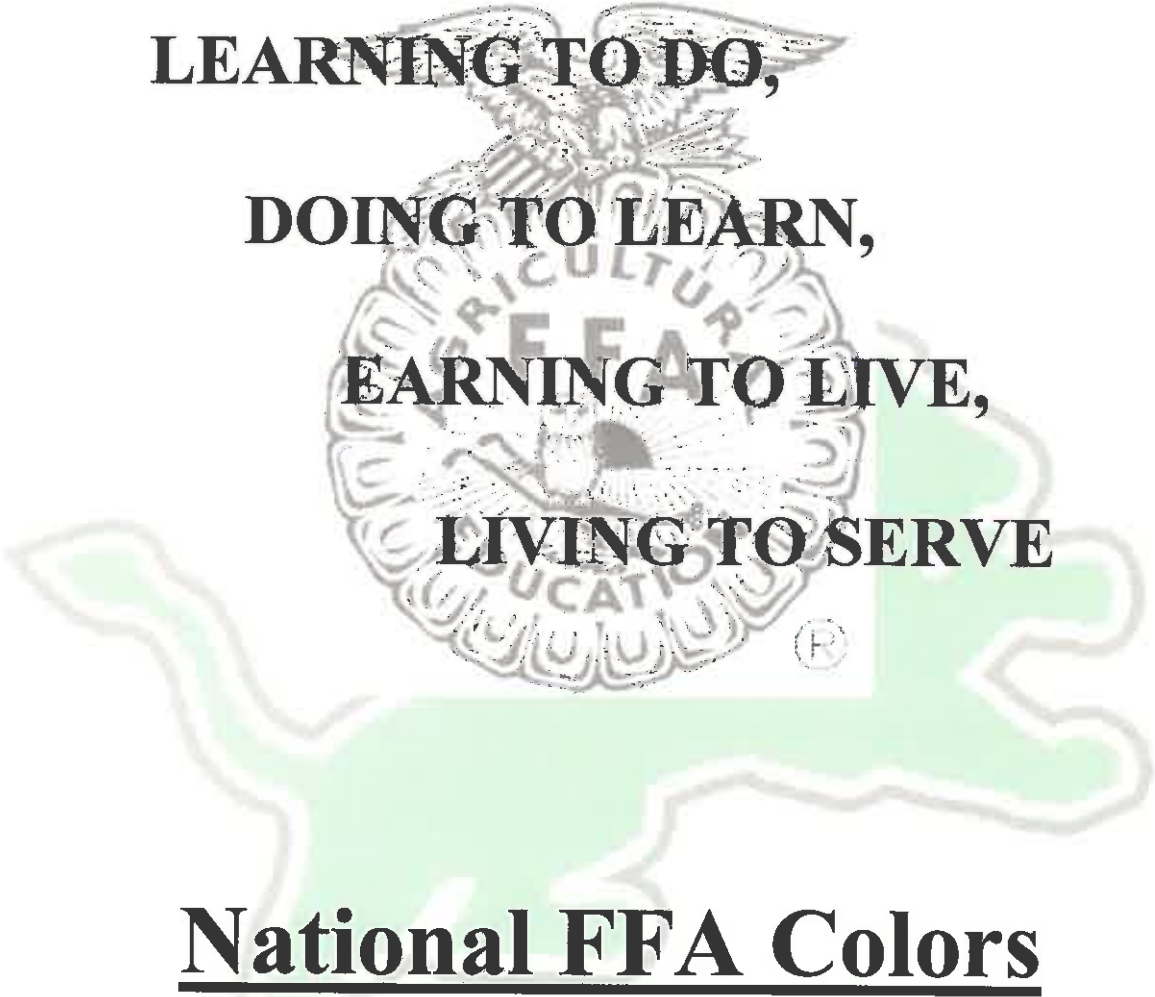
I believe in leadership from ourselves and respect from others. I believe in my own ability to work efficiently and think clearly, with such knowledge and skill as I can secure, and in the ability of progressive agriculturists to serve our own and the public interest in producing and marketing the product of our toil.

I believe in less dependence on begging and more power in bargaining; in life abundant and enough honest wealth to help make it so for others as well as myself; in less need for charity and more of it when needed; in being happy myself and playing square with those whose happiness depends upon me.

I believe that American Agriculture can and will hold true to the best traditions of our national life and that I can exert an influence in my home and community which will stand solid for my part in that inspiring task.

# **The FFA Motto**

**LEARNING TO DO,  
DOING TO LEARN,  
EARNING TO LIVE,  
LIVING TO SERVE**



## **National FFA Colors**

**National Blue** represents the national origin of the organization, matches the blue color on the flag of the United States of America.

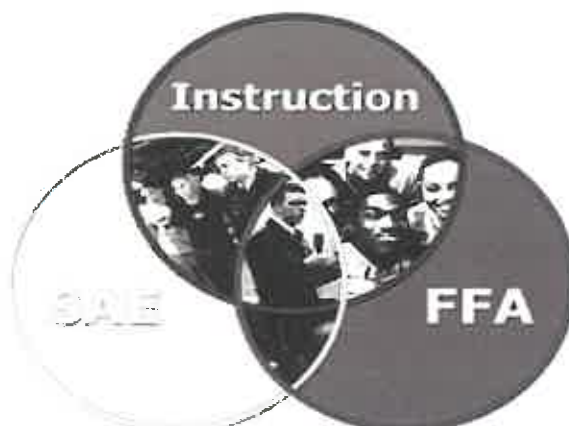
**Corn Gold** signifies the founding of the organization in the United States, and the unity of agriculture as corn is grown in all fifty states and is a native crop to our continent.

# **THE MISSION AND STRATEGIES**

FFA makes a positive difference in the lives of students by developing their potential for **premier leadership, personal growth and career success** through agricultural education.

**To accomplish this mission, FFA will:**

- Develop competent and assertive agricultural leadership.
- Increase awareness of the global and technological importance of agriculture and its contribution to our well-being.
- Strengthens the confidence of agriculture students in themselves and their work.
- Promotes the intelligent choice and establishment of an agricultural career.
- Encourages achievement in Supervised Agricultural Experience programs.
- Encourages wise management of economic, environmental and human resources of the community.
- Develops interpersonal skills in teamwork, communications, human relations and social interaction.
- Builds character and promotes citizenship, volunteerism and patriotism.
- Promotes cooperation and cooperative attitudes among all people.
- Promotes healthy lifestyles.
- Encourages excellence in scholarship.





## 2017-2018 Pitman FFA Officers



From left to right

**Secretary:** Jenna Wade

**Treasure:** Madison Wood

**Reporter:** Carlee Thomson

**Sentinel:** Vanessa Flores

**Vice President:** Mary Wright

**President:** Carolyn Boster

**Historian:** Alizabeth Lopez

## **2017 Advisors**

**Adeline Amador**   **Luke Gocke**   **Nicolette Schiber**

# **TURLOCK UNIFIED** **SCHOOL DISTRICT**

## **Turlock Unified School District** **Board of Trustees**

Barney W. Gordon, Board President

Bob Weaver, Board Clerk

Lori Carlson, Member

Ken Malech, Member

Anthony Silva, Member

Frank M. Lima, Member

Mark Walker, Member

## **District Administration**

Dana Salles-Trevethan, Interim-Superintendent

Mike Trainor, Assistant Superintendent/Business Resources

Heidi Lawler, Assistant Superintendent/Educational Services

Ronna Fraser, Assistant Superintendent / Financial Services

Julie Eastburn, Assistant Superintendent/ Human Resources

Gil Ogden, Director of Student Services

Alice Solis, Director of Special Education

Marjorie Bettencourt, Director of Assessment and Accountability

Fernando Ureno, Director of Human Resources



# **John H. Pitman High School**

## **Administration and Staff**

### **HIGH SCHOOL ADMINISTRATION**

Amy Curd	Principal
John Acha	Assistant Principal
Scott Young	Assistant Principal
Luis Jacinto	Assistant Principal
Robert Boice	Dean

### **GUIDANCE DEPARTMENT**

Jennifer Cornell	Counselor	Kristie Frank	Counselor
Julissa Aguilar	Counselor	Phil Sanchez	Counselor
Sabrina Eshagi	Counselor	Teri Alves	Counselor

### **PITMAN AGRICULTURE INSTRUCTORS:**

Troy Gravatt	2002-2013
Krista Vannest	2002-2015
Jillian Riesenbeck	2004-2006
Jake Dunn	2006-2012
Randee Prada	2012-2013
Nicole Silveira	2013-2017
Amanda Bevier	2013-2015
Luke Gocke	2015-present
Hali Bream	2016-present
Nicolette Schiber	2017-present
Adeline Amador	2017-present

### **PITMAN AGRICULTURE STUDENT TEACHERS**

Kristin Hodges	Spring 2004	Mardel Runnels	Spring 2012
Melissa DePaoli	Fall 2004	Jessica Bulletset	Spring 2013
Erica Boomer	Spring 2005	Amy Crockett	Fall 2014
Jennifer Durjava	Fall 2005		
Claire Gebers	Spring 2006		
Bonnie McKee	Fall 2007		
Courtney Serafin	Fall 2010		
Nicole Silveira	Spring 2012		

Pitman High School Agriculture Advisory Committee  
**2017-2018**

Luke Gocke

David Lattig

Don Borges

Marie Lorenzi

Jeff Lorenzi

Donald Wilkey

Jay DeGraff

Adie Amador

Nicolette Schiber

Allan Day

Kelley Day

Paul Fernandes



## **Honorary Chapter Degree**



**2003 Don Wilkins**  
**2004 Jennifer Cornell**  
**2004 Julissa Aguilar**  
**2005 Mid-Valley Veterinary Clinic**  
**2006 Joaquin and Sheila Amaral**  
**2006 Jillian Riesenbeck**  
**2007 Crowell Family**  
**2008 Richard and Kim Morehart**  
**2008 Don and Cathy Rogers**  
**2009 Alan and Kelley Day**  
**2010 Pitman Facilities and Grounds Crew, Damon Coelho**  
**2011 Rod Hollars and Alice Pollard**  
**2012 John & Donna Gravatt, Gary & Kaylene Mortensen, Linda  
Dunn**  
**2013 Jake Dunn**  
**2014 Troy Gravatt**  
**2015 Dr. Sonny DaMarto**  
**2016 Thomas “TJ” Stump**

# State Degree Recipients

## 2003-2004

Albert Kruszewski  
Heather Paul  
Seth Mercer  
Josh Pimentel  
Matt Mello  
Michelle Crownover  
Mai Lee

## 2004-2005

Stanley Kruszewski  
Phylicia Clifton  
Alexis Gonzalez  
Michelle Faria  
Erik Duran  
Jesse Shubin  
Mai Lee

## 2005-2006

Ryan Amaral  
Jonny Duangpayvangh  
Jesse Sergeant  
Sarah Jurado  
Lindsay Gorang  
Brad Croft  
Lizeth Sanchez  
Clarissa Rowley

## 2006-2007

Danielle Fairbairn  
Vanessa Diaz  
Melissa Zimmer  
Shelby West  
Ashley Danel  
Ariana Hallum  
Dan Jones  
Roberto Buenrostro  
Brittney Anderson  
Nick Goodloe

Shannon Cercado  
Devin Hujdic  
Kayla Johnson  
Matt Schultz  
Brad Soares  
Edward Freitas  
Justin Alvaji  
Leah Sidie  
Ally Diaz  
Kelly Bargas  
Bryce Jacobson  
Patrick Nelle

## 2007-2008

Brittney Wells  
Rafael Carrasco  
Dylan Newman  
Celeste Borges  
Vincent Holmes  
Joseph Sarkis  
Robert Willbanks  
Shea Leedom  
Edgar Perez  
Garret Rowley  
Aamos Benavides  
Russell Davis  
Austin Day  
Samantha Landers  
Courtney Smith  
Ryan Lema  
Kevin Pope  
Bryan Rodriguez  
Maira Beltran

## 2008-2009

Amber Danel  
Madison Holley  
Brittney Thomas  
Jonathan Rodriguez  
Ethan Alvares  
Jon Ercolini  
Ricardo Perez  
Derek Jones  
Sierra Perry  
Aubree Atwood  
Sean Fairbaim

## 2009-2010

Philadelphia Deal  
Lucas Giron  
Stephanie Nielsen  
Ausuman Brazil  
Kayla Roton  
Caitlin O'Connell

## 2010-2011

Saul Perez  
Kaitlynn Murphy  
Lyle Zimmer  
Darian Vieira  
Julia Brewer  
Richard Ketscher  
Stacie Cunningham  
Chelsey Coehlo  
Michael Reynolds  
Evyn Alvares

## 2011-2012

Derek Jones  
Jorgan Hanson  
Makenna Hanson  
Cassandra Cobb  
Tim Truax  
Darryl Hadlich  
Joseph Geraldese  
Sheyenne Sousa  
Christina Dirkse  
Victoria Bettencourt  
Justin Brown  
Dakota Browning  
Justin Scroggins  
Derek Dias  
Aubrey Davis  
Andrea Zylstra  
Byron Baker  
Vincent Flores  
Nich Schmalt  
Nathan Gaineson  
Alex Montablo

## 2015-2016

Haley Acree  
Lizzeth Mendonza  
Clarrisa Bouchier  
Makala Brady  
Haley Atwood  
Aliyah Galvan

## 2016-2017

## American Degree Recipients

*Mai Lee, 2006*  
*Clarissa Rowley, 2007*  
*Caitlyn Morehart, 2007*  
*Ryan Amaral, 2007*  
*Shelby West, 2007*  
*Michelle Crownover, 2007*  
*Melissa Zimmer, 2008*  
*Roberto Buenrostro, 2008*  
*Vanessa Diaz, 2008*  
*Kayla Johnson, 2008*  
*Edward Freitas, 2009*  
*Edgar Perez, 2009*

*Aubree Atwood, 2011*  
*Austin Day, 2011*  
*Ethan Alvares, 2011*  
*Jonathan Rodriguez, 2011*  
*Brittney Thomas, 2011*  
*Amber Danel 2012*  
*Caitlin O'Connell 2012*  
*Julia Brewer 2013*  
*Lyle Zimmer 2013*  
*Kayla Roton 2013*  
*Saul Perez 2013*  
*Gina Lorenzi, 2014*

*Lucas Schultz, 2014*  
*Joe Geraldles, 2014*  
*Megan O'Connell, 2014*  
*Jorgan Hanson, 2014*  
*Tim Truax, 2015*  
*Darryl Hadlich, 2015*  
*Andrea Zylstra, 2015*  
*Sheyenne Sousa, 2015*  
*Ryan Brewer, 2017*  
*Lizeth Mendoza, 2017*

## State Officers

*Ryan Amaral, Treasurer*  
*Tim Truax, Sentinel*

Year  
*2006-2007*  
*2015-2016*

## Chapter FFA Presidents

*Matt Mello, 2001-2002*  
*Seth Mercer, Fall 2002*  
*Lindsay Gorang, Spring 2003*  
*Heather Paul, Fall 2003*  
*Michelle Crownover, Spring 2004*  
*Ryan Amaral, Fall 2004*  
*Kelly Bargas, Spring 2005*  
*Stanley Kruszewski, Fall 2005*  
*Stanley Kruszewski, Spring 2006*  
*Brittney Wells, Fall 2006*  
*Melissa Zimmer, Spring 2007*  
*Garret Rowley, Fall 2007*  
*Garret Rowley, Spring 2008*  
*Aubree Atwood, Fall 2008*  
*Madison Holley, Spring 2009*  
*Aubree Atwood, Fall 2009*

*Amber Danel, Spring 2010*  
*Lucas Giron, Fall 2010*  
*Saul Perez, Spring 2011*  
*Lyle Zimmer, Fall 2011*  
*Lucas Schultz, Spring 2012*  
*Tim Truax, Fall 2012*  
*Tim Truax Spring 2013*  
*Tim Truax Fall 2013*  
*Derek Dias Spring 2014*  
*Nolan Nguyen Fall 2014*  
*Ryan Brewer, Spring 2015*  
*Garrett Wade, Fall 2015*  
*Ryan Brewer, Spring 2016*  
*Haley Atwood, Fall 2016*  
*Haley Atwood, Hailey Acree, Spring 2017*  
*Carolyn Boster, Fall 201*

## **FFA OPPORTUNITIES**

Achievement Trip  
State FFA Conference  
Scholarships

Point Award High Individual  
High Point Grade Level Awards  
National FFA Convention

**Degrees**- Greenhand Degree, Chapter FFA Degree, State FFA Degree, American FFA Degree

**Star Greenhand**- Outstanding first year member. They are awarded with an official FFA jacket. The FFA also pays their way to the State FFA Conference immediately following the award.

**Star Chapter Farmer**-Outstanding second year member in Ag production. They are awarded with a \$250 scholarship towards attending the National FFA Convention immediately following their award.

**Career Development Events**-These teams include: Dairy Judging, Poultry Judging, Floriculture, Dairy Products Judging, Livestock Judging, Agronomy, Parli-Pro, Farm Power, Horse Judging, Small Engines, Ag. Mechanics, Prepared Public Speaking, Extemporaneous Speaking, Job Interview, BIG, Opening/ Closing Ceremonies, and Creed.

**Fairs and Shows**- Students that fill all eligibility requirements have the opportunity to show their SAE project at the county fair each year. Shows like Cow Palace provide you with another opportunity to show your animals.

**Project Competition**-This contest is to show judges just how much you know about your SAE project. This contest is held at the local and sectional levels.



# **FFA DEGREE OPPORTUNITIES**

## **GREENHAND DEGREE**

To be entitled to hold the degree of Greenhand, a student must first be regularly enrolled in agriculture education classes, have a satisfactory supervised agricultural experience program, be able to recite the FFA Creed, Motto, Salute, and have knowledge of The FFA Mission Statement. Describe and explain the meaning of the FFA emblem and colors. Demonstrate knowledge of the history of the organization, Chapter Constitution and By - laws, and the Chapter Program of Activities. Demonstrate knowledge of FFA Code of Ethics and the proper use of the FFA jacket. Personally own or have access to the Official FFA Manual and the Student Handbook. Submit written application for the Greenhand FFA Degree.

## **CHAPTER FFA DEGREE**

To be able to hold the Chapter FFA Degree, a student must first satisfactorily complete at least one year in agriculture education course, including a program of supervised agricultural experience, and hold the degree of Greenhand; he/she must earn and deposit in the bank, or otherwise productively at least \$150 and he/she must receive a majority vote of the members present at a regular chapter meeting. Participate in the planning and conducting of at least 3 official functions in the PROGRAM OF ACTIVITIES. Lead a group discussion for 15 minutes. Demonstrate 5 procedures of parliamentary law, and submit a written application for Chapter FFA Degree.

## **STATE FFA DEGREE**

To earn The State FFA Degree a student must be an active FFA member for two years. Students must earn and productively invest \$1000.00 or work 300 hours in their SAE Program. Students must also perform ten parliamentary procedures. Demonstrate public speaking skills by delivering a six minute speech, serve as a Chapter officer or committee member, maintain a satisfactory scholastic record, participate in the planning of the chapter Program of Activities and participate in five activities above chapter level.

## **AMERICAN FFA DEGREE**

To earn this the highest degree bestowed on an FFA member, students must be an active member for three years, graduate from high school at least twelve months prior to receiving degree, have maintained an Outstanding SAE Program earning and productively investing \$10,000.00 or earning and investing \$1,500.00 and work at least 2,250 unpaid hours, have a record of outstanding leadership abilities and a scholastic record of "C" or better.

# California FFA Leadership Programs

These leadership activities are the best part of the FFA. Students can learn a great deal about the FFA and also themselves at these conferences.

In addition to these activities, students can attend the **Regional FFA Meeting**, held in the spring. This is where regional officers are elected.

**State FFA Conference-** This conference is held at Fresno State and includes many leadership workshops and exciting FFA activities.

**National FFA Convention-** This is the premier conference of the FFA. Students attend the world's largest youth conference, held in Indianapolis, Indiana. In addition, the California delegation goes on to visit Washington D.C. where they go on the tour of a lifetime.

**Students must be enrolled in an Ag Education course for all conference participation.**

## Mandatory Conference Eligibility Requirements

**Greenhand Conference-** Must be a high school freshman and first year FFA member.

**Made For Excellence-** Available to all Sophomores. Juniors or Seniors that have not attended any of the other conferences listed, may also attend.

**Advanced Leadership Academy-** Must be a junior and have attended a Fall Leadership Conference in the past.

**Sacramento Leadership Experience-** Must be a senior or have recently graduated high school. Must have attended Advanced Leadership Academy or currently serve as a Regional Officer.



# FFA Proficiency Awards



The FFA provides a series of proficiency awards to recognize members who demonstrate exceptional progress, and who excel in one of the twenty-nine agricultural SAE related areas. These awards are designed for competition not only with other members locally and throughout the state, but also at the national level as well.

The award applications are simple to complete and are usually filled out in January for the local and regional winners. Those that win at the local level are recognized at the chapter banquet at the end of the year. Those that win at the regional level are recognized at the Regional Banquet. To obtain an application, talk to an advisor.

Proficiency awards consist of filling out a rather detailed application form with questions relating to the applicant and their SAE project. The scoring is based on participation, growth of program, financial net worth, learned skills, leadership activities, and major achievements. These awards encourage members to develop specialized skills that will be applied in a future career.

Listed below are some areas where proficiency awards are given:

- Agriculture Mechanics Design and Fabrication
- Beef Production
- Dairy Production
- Diversified Horticulture
- Diversified Livestock Production
- Equine Science
- Floriculture
- Landscape Management
- Poultry Production
- Sheep Production
- Specialty Crop Production
- Swine Production

# **Calendar of Events**

## **2017-2018**

### **August**

19-Carcass Contest  
11-Chapter Meeting  
25-Greenhand Conference  
31-CATA Meeting

### **September**

11- Chapter Meeting  
23-Ford Drive 4U  
29-MJC Senior Day

### **October**

7-COLC  
9-Chapter Meeting  
10-Canned Food Drive Kickoff  
11Opening and Closing in Newman  
10-Drive Thru BBQ Tickets Kickoff  
20-BBQ Ticket \$ Due

### **November**

2- Drive Thru BBQ  
6-Chapter Meeting  
8-Tri-Rivers Day of Service  
30-Sectional Ice Skating

### **December**

1-Christmas Parade  
8-Project Competition  
7-Fall Banquet

### **January**

18-Superday @ Turlock  
22- Chapter Meeting

### **February**

10- Regional speaking Contest  
11-Merced Welding Contest  
16-World Ag Expo  
23-FFA Day  
21-Chapter Meeting  
25-Regional Meeting

### **March**

2-UC Davis Parli Pro  
3- UC Davis Field Day  
10/11- Chico State Field Day  
10-Steak and Oyster  
12-Chapter Ceremony  
17-Merced Field Day  
19-State Degree Ceremony  
24- MJC Field Day  
30-Occupational Olympics

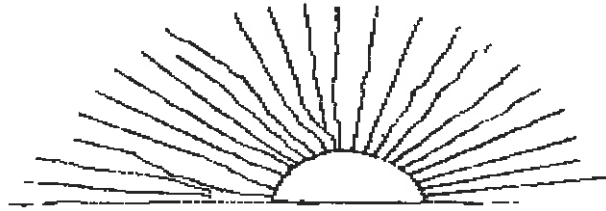
### **April**

12-Sectional Luau @ Pitman  
20/25-FFA State Conference

### **May**

5/7-State Finals  
17-FFA Banquet

# **President**



## **Duties:**

1. Preside over meetings according to accepted rules of parliamentary procedure.
2. Appoint committees and serve on them as ex-officio (non-voting) member.
3. Coordinate the activities of the chapter and evaluate the progress of each division of the POA.
4. Represent the chapter in public relations and official functions.
5. Prepare meeting agenda and submit for copying 1 full day prior to meeting date.

## **Goals:**

1. Inform members of the opportunities available in FFA.
2. Encourage FFA members to become good leaders.
3. Stimulate and encourage development of confident leaders.

# **Vice President**



## **DUTIES**

1. Assume all duties of the president if necessary.
2. Develop the Program of Activities and serve as an ex-officio (non-voting) member of the POA committees.
3. Coordinate all Committee work
4. Work closely with the president and advisor to assess progress toward meeting chapter goal.
5. Establish and maintain a chapter resource file.
6. Have Sign-in Sheets printed and available at chapter meetings

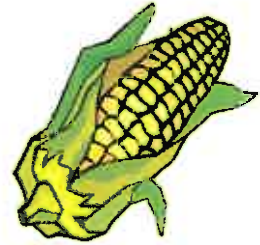
## **GOALS**

1. Stimulate growth and increase development of Supervised Experience Program.
2. Encourage the development of worth while programs.
3. Increase the Occupational program within the chapter.
4. Keep committees operating and informed.

## Secretary

### Duties:

1. Prepare and post the agenda for each chapter meeting.
2. Place all committee reports in the resource file.
3. Provide invitations to the speaker breakfasts/lunches.
4. Be responsible for chapter correspondence.
5. Maintain member attendance and activity records.



### Goals:

1. Encourage cooperation among members.
2. Teach members to cooperate with other clubs and agricultural companies.
3. Teach members to follow directions without need for supervision.
4. Raise participation among chapter activities.



## Treasurer

### Duties

1. Receive, record, and deposit FFA funds and issue receipts
2. Present monthly treasurer's reports at chapter meetings.
3. Prepare and submit the membership roster and dues to the national FFA Organization with the Secretary

### Goals

1. To manage an adequate amount of money to finance chapter expenses
2. Encourage members to participate in all fundraisers o
3. Encourage members to settle all financial matters

# Reporter



## Duties

1. Plan public information programs with local radio, television, newspaper, and service clubs and make use of other opportunities to tell the FFA story
2. Release news and information to the local and regional news media
3. Publish a chapter newsletter
4. Work and maintain a chapter scrapbook with Chapter Historian
5. Send articles and photographs to the FFA New Horizons magazine and other national and/or regional publications

## Goals

1. To develop a good public relations program with school
2. To inform the community about the FFA
3. Submit two articles per month to the local media

# Sentinel



## Duties:

1. Food and Refreshments
2. Assist the President in maintaining order
3. Keep the meeting room, chapter equipment and supplies in proper condition
4. Welcome guests and visitors
5. Keep the meeting room comfortable

## Goals:

1. Develop confidence, enthusiasm, and involvement at the meetings
2. Hold 10 regular/ or meetings during the year

## Historian-

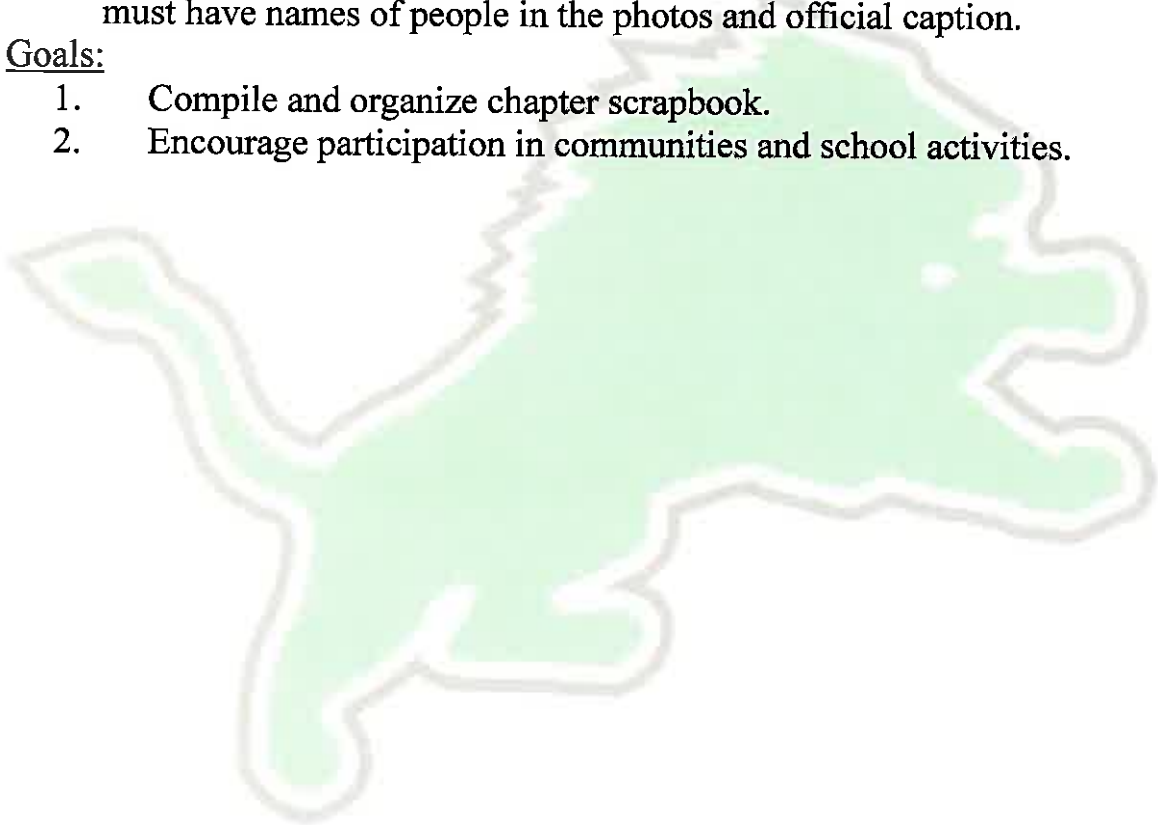


### Duties:

1. Present the invocation at banquets and other functions.
2. Take pictures and gather articles for all chapter events that semester.
3. Layout decorations for sections of the scrapbook competition.
4. Maintain and organize chapter photo box. Each picture in the box must have names of people in the photos and official caption.

### Goals:

1. Compile and organize chapter scrapbook.
2. Encourage participation in communities and school activities.



# Market Lamb Project Budget

## Estimated Receipts:

Sale of Animal (120 lbs) 360.00  
 (Need a buyer at \$3.00 a pound)  
 If the animal is sold through the county  
 Fair Auction

**Total Estimated Receipts \$ 360.00**

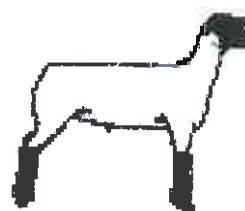
## Estimated Expenses:

Cost of animal 150.00  
 Feed (grain and hay) 70.00  
 Veterinary (shots and wormer) 5.00  
 Supplies (halter, blanket, etc) 25.00  
 Straw (bedding at fair) 10.00  
 Insurance 10.00  
 Entry Fee 12.00

**Total Estimated expenses \$ 273.00**

**Estimated Profit \$ 87.00**

Supplies and other things needed at fair  
 Towels  
 Buckets  
 Feed for a week  
 Show uniform (FFA Jacket, FFA  
 Tie/Scarf, White Pants  
 1 White Shirt/ Blouse)



## Lamb – Average Live Weight 125 lbs.

Lamb Chops	24.0 lbs
Leg of Lamb	11.0 lbs
Slew	9.0 lbs
Shanks	2.5 lbs
Lamb Patties	4.0 lbs
Miscellaneous	12.5 lbs

Approximate Amount for your Freezer -63.0lb



## **MARKET HOG PROJECT BUDGET**

### **Estimated receipts:**

Sale of animal	480.00
240lb. Market hog at \$2.00/pound	
If animal is sold through the county	
Fair auction	

<b>Total Estimated Receipts</b>	<b>480.00</b>
---------------------------------	---------------

### **Estimated expenses**

Cost of animal	200.00
Feed	200.00
Supplies (feed pans, baby powder, Mineral oil, etc.)	25.00
Veterinary Supplies	3.00
Entry fee	12.00

<b>Total Estimated Expenses</b>	<b>440.00</b>
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<b>Estimated Net Income</b>	<b>40.00</b>
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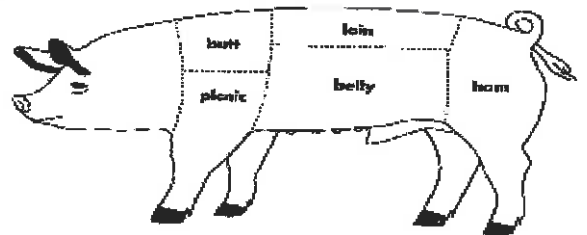
### **Supplies and other things needed at fair:**

Feed for a week  
Show uniform  
Soap  
Feed pans  
Baby powder and/or Mineral oil

### **Pork – Average Live Weight 240 lbs**

Loin Pork Chops	28.0 lbs
Picnic and Butt	26.0 lbs
Spare Ribs	5.0 lbs
Pig Feet	5.0 lbs
Neck Bones	2.0 lbs
Sausage	19.0 lbs
Lard	23.0 lbs
To Be Smoked(Hams)	32.0 Lbs
(Bacon)	19.0 lbs
<u>Miscellaneous</u>	<u>8.0 lbs</u>

Approximate Amount For Your Freezer – 167.0 lbs





# **REPLACEMENT HEIFER** **PROJECT BUDGET**

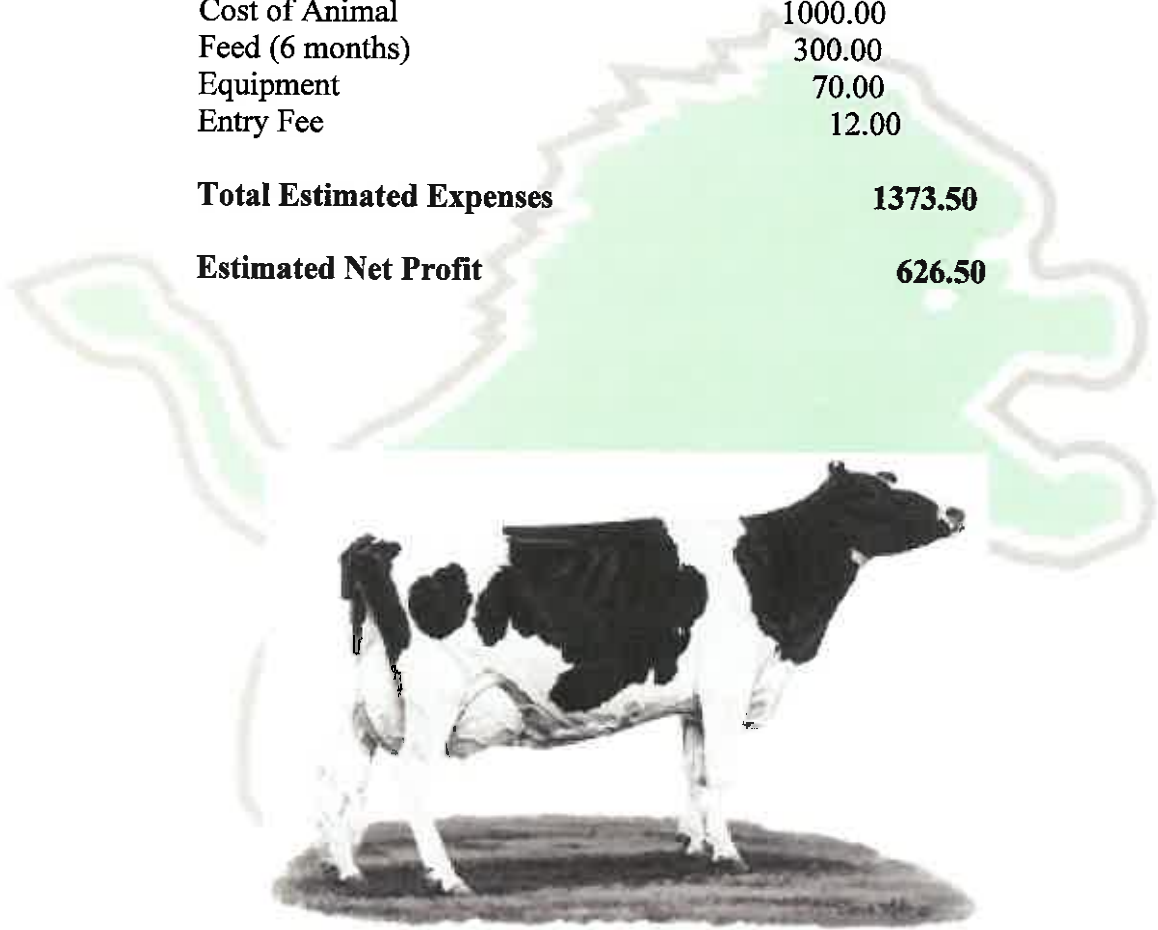
**Estimated Receipts** **2000.00**

**Estimated Expenses:**

Grade	
Cost of Animal	1000.00
Feed (6 months)	300.00
Equipment	70.00
Entry Fee	12.00

**Total Estimated Expenses** **1373.50**

**Estimated Net Profit** **626.50**



## **RABBITS – MEAT PENS** **PROJECT BUDGETS**

### **Estimated Receipts**

If sold through the county fair sale

Sale of pen (\$10/lb 3 rabbits 5 lbs each) **150.00**

**Total Estimated receipts** **150.00**

### **Estimated Expenses:**

Cost of animal 75.00

Feed 15.00

Cages Water bottles/ feeder 40.00

**Total Estimated Expenses** **130.00**

**Estimated Net Profit** **20.00**



## **MARKET STEER PROJECT BUDGET**

### **Estimated Receipts**

Sale of main product  
1250 lb. Steer at 1.75

2187.50  
(with buyer prior to sale)

**Total Estimated Receipts**

**2187.50**

### **Estimated Expenses:**

Cost of steer 900.00  
Feed 800.00  
Show supplies 100.00  
Scotch comb, Rice root brush, Leather Show halter, Rope Halter  
Neck rope, Show Stick, Spray bottle, Soap, adhesives, etc

**Total Estimated Expenses**

**1800.00**

**Net Income**

**387.50**

### **Other Recommended Items**

Short water hose  
Rags  
Safety pins  
Feed and Water buckets



## **MARKET STEER PROJECT BUDGET(Cont.)**

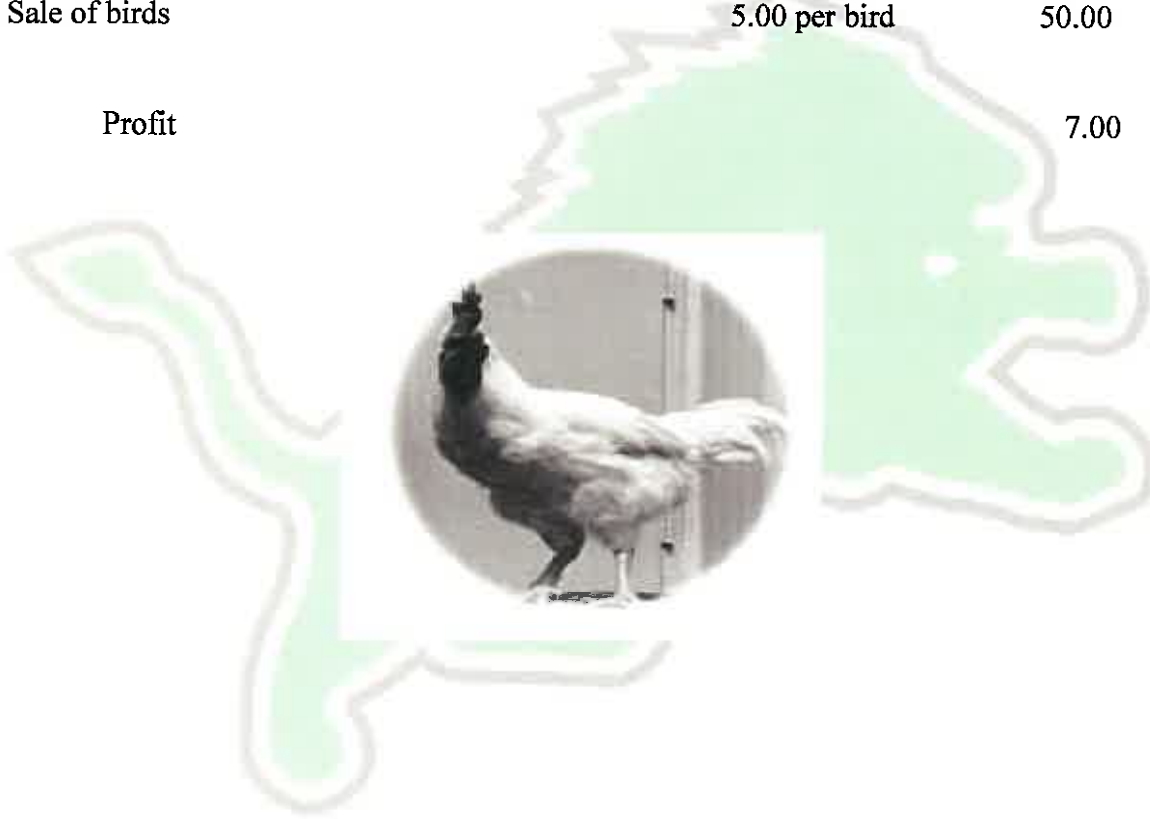
### Beef – Average Live Weight 1,200 lbs

Round	78.0 lbs
Club, T-bone, Porterhouse	42.0 lbs
Sirloin	48.0 lbs
Fillet	15.5 lbs
Prime Rib	54.0 lbs
Rump Roast	30.0 lbs
Chuck and Rib Roast	120.0 lbs
Stew Meat and Miscellaneous	62.5 lbs
Ground Beef	55.0 lbs
Brisket and Plate	30.0 lbs
Short Ribs	14.5 lbs
Flank Steak	5.0 lbs

Approximate Amount For Your Freezer – 554.5 lbs

## POULTRY BUDGET

		10 birds
Cost of animal	.25 per bird	2.50
Feed	.60 per bird	7.50
Equipment	.20 per bird	2.00
Entry Fees	.50 per class	1.50
Waters	.12 per class	1.20
Feeders	.08 per bird	.80
Total Expenses	2.75 per bird	43.00
Sale of birds	5.00 per bird	50.00
Profit		7.00



## Meat Goat Market Project

Estimated Receipts: 500.00

Sale of Animal (100 lbs)  
(Need a buyer at \$5.00 a pound)  
If the animal is sold at the county fair auction.

Total Estimated receipts 500.00

Estimated Expenses: 237.00

Cost of animal	200.00
Feed (grain and hay)	34.00
Veterinary (shots and wormer)	5.00
Supplies (halter, blanket, and etc.)	25.00
Straw (bedding at fair)	10.00
Insurance	10.00
Entry Fee	12.00

Total Estimated Expenses 296.00

Estimated Profit 204.00

Supplies and other things needed at fair:

Towels

Buckets

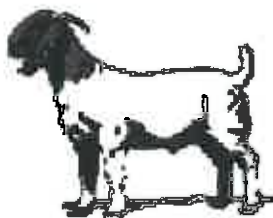
Feed for a week

Show uniform (FFA jacket, FFA Tie/Scarf,  
White pants, 1 White Shirt/Blouse)

Meat Goat (Chevon) – Average Live Weight 100 lbs.

Hindsaddle	Leg	24.5 lbs
	Loin	
Foresaddle	Shoulder	
	Rack	25.5 lbs
	Foreshank	
	Breast	

Approximate Amount For Your Freezer – 50.0 lbs



## John H. Pitman FFA Chapter Point Award System Guidelines

The Point Awards System is designed to reward those members who participate in FFA activities throughout the year. Different activities are assessed a point value and if a member participates in that activity they may report those points on their monthly Point Awards Quizdom. Each student is responsible for completing and submitting the point award tally. The Advisor **will not** fill out point award for any student.

- The Executive team may allow for one make up day which students can turn in unreported point awards from prior months.
- Advisors will allow classroom instruction time for students to fill out point awards sheets each month. **It is the student's responsibility to turn in their point awards.** In the event that a student is absent on the day point awards are filled out it is their responsibility to submit them on their own time.
- The top four freshmen will receive a free FFA Jacket. The top four sophomores will receive paid registration to Camp Sylvester. The top four juniors will receive paid registration to attend the State FFA Convention in Fresno, CA. The top four seniors will receive an electronic device similar to an I-Pod or DVD player. The Top 15 members in the chapter will be rewarded with a trip to a fun destination.
- The following pages indicate pre-determined point values for certain accomplishments and activities.

# FFA POINT AWARD SYSTEM

To be eligible for awards, recognition, achievement trip, activities, etc., you must meet the following requirements.

Satisfactory conduct and attitude are measured by the Agriculture Education instructors, minimum standard for scholarship should meet school eligibility requirements and a "B" in all agriculture classes with a record book score of 70 or better, and must include a consideration of students performance in all their courses. Point awards are counted by Quizdom and the results are posted at the end of each semester.

## I Leadership

<b>A. National Activities:</b>	
National Convention attendance	500
<b>B. State Activities:</b>	
1. State Convention	
a. as an official delegate or other official business	150
b. attending	200
2. State Proficiency Application	
a. State Proficiency Award	200
b. Regional Winner	150
c. Local Winner	75
3. State Officer Elect	300
4. Sacramento Leadership Academy	325
5. Advanced Leadership Academy	200
6. Made for Excellence	175
7. Greenhand Conference	100
<b>C. Regional Activities</b>	
1. Fall Regional Meeting – COLC	125
2. Regional Spring Meeting	
a. As a Delegate	100
b. Attending	75
3. Regional officers	150
<b>D. Sectional Activities</b>	
1. Meetings	75
2. Sectional Officers	100
3. Sectional Leadership Conference – Camp Sylvester	200
4. Recreational Activities (i.e. volleyball, fun-day)	50

<b>E. Chapter Activities</b>	
1. Meetings	
a. 1 <sup>st</sup> chapter meeting – September meeting	100
b. Chapter	50
c. Attend speaker lunch	20
d. Speaking at an FFA meeting	20
e. FFA Awards Ceremony – attendance	100
f. Executive	
1. Summer Officer Retreat	70
g. Committee	
1. Outside of School hours – points per meeting	20
2. Chapter Officers	500
4. Degrees	
a. State FFA	300
1. Star Sectional Farmer	100
2. Star Regional Farmer	200
3. Star State Farmer	300
b. Chapter FFA	100
c. Greenhand	45
6. Fundraisers	
a. Co- Chairmen (receives this plus points per shift, and sales/sponsor points earned)	50
b. Working Points per shift	50
c. Tickets sales (receives points at each level of sales)	
\$25.00 - \$30.00	50
\$35.00 - \$100.00	50
\$101.00 - \$250.00	50
\$251.00 or More	75
d. Non Cash Donation for an Event (ie. car show prizes)	
\$30.00 - \$100.00	25
\$101.00 - \$250.00	25
\$251.00 - \$500.00	25
\$500.00 or more	50
e. Cash Donations for an event (does not include in kind donations cash only)	
\$30.00 - \$100.00	50
\$101.00 - \$250.00	50
\$251.00 - \$500.00	50
\$500.00 or more	75
7. Points per article appearing in newspapers, magazines or radio	100
9. Work done for the chapter (dinner service, workdays, recruitment, etc...)	50
<b>II. Fairs and Shows Maximum points per year (650)</b>	
<b>A. State Fair, Cow Palace, and Great Western</b>	



1. Livestock entry	50
a. Champion or Reserve	50
b. Showmanship entry	50
c. Showmanship Species Winner	75
d. Round Robin/Master Showmanship Winner	150
2. Chapter Group	30
3. Outstanding Exhibitor	200
4. Outstanding Exhibit	125
5. Merit Award – Cow Palace	100
<b>B. County Fair</b>	
1. Livestock entry	50
a. Champion or Reserve	50
b. Showmanship entry	50
c. Showmanship Species Winner	75
d. Round Robin/Master Showmanship Winner	150
15. Chapter Group entry per animal	20
16. Outstanding Exhibitor Award Winner	200
17. Outstanding Exhibitor Award Applicant	125
<b>C. Ag Mechanics – State and County Fair</b>	
1. State fair	
a. Points per Entry	50
b. Golden Bear	100
2. County Fair	
a. Entry	50
h. For special Awards Recognition (Welding awards etc.)	100
<b>D. Horticulture and Ornamental Horticulture County and State Fair</b>	
<b>State Fair</b>	
1. Plant and Vegetable entries	
a. Points per Entry	50
b. Golden Bear	100
<b>County Fair</b>	
2. Plant and Vegetable entries	
a. Entry	50
b. Best of class or show	100
3. Landscape Plot entries	
a. Entry	50
b. Outstanding plot	100
<b>C. Breed, horse and rodeo shows (Maximum points per category)</b>	
1. Participant	50

2. Class Winner	50
<b>III. Judging Contests</b>	
<b>A. Judging Practice</b>	25
<b>B. Team member national contest</b>	250
<b>3. State Finals Contest (Cal Poly and Fresno)</b>	
1. Team member	75
2. State Champion Team	250
3. Top Five Team (2-5)	125
Individual Awards	
1. State Winner	125
2. Top Five Individual (2-5)	75
<b>D. Davis, Merced, MJC., Reedley, Great Western, Arbuckle, and Official Contests.</b>	
Team Member	50
2. First High Team	50
3. Top Five Team (2-5)	25
Individual Awards	
1. High Individual	50
2. Top Five Individual (2-5)	25
<b>E. Project Competition and Agriculture Cooperative Quiz</b>	
1. Local Competition	
a. Participant	25
2. Sectional Competition	50
a. Gold Emblem Award	100
b. Silver Emblem Award	50
c. Outstanding Project	200
d. First High Team	50
e. Top Five Team (2-5)	25
Individual Awards	
a. High Individual	50
b. Top Five Individual (2-5)	25
<b>F. Opening/Closing Ceremony</b>	
Local Contest Participant	25
Sectional Contest Team Member	25
<b>G. Extemporaneous Speaking, Public Speaking, Job Interview Parliamentary Procedure, and Creed Recitation</b>	
1. State Contest	
2. State Champion Team	250
3. Top Five Team (2-5)	125
Individual Awards	
1. State Winner	125
2. Top Five Individual (2-5)	75
2. Regional Contest	

Advance to State Contest	100
3. Sectional Contest	50
a. Advance To Regional	100
4. Local Contest	50
a. First	50
b. Top Five (2-5)	25
<b><u>IV. School Activities</u></b>	
<b><i>A. Grades</i></b>	
1. CSF Member (awarded once During Spring annually)	100
2. Semester GPA 4.0 or Over	
3. Semester GPA over 3.50	25
4. Semester GPA over 3.00	25
5. Semester GPA over 2.00	25
B. Pride Awards	50
C. Athletics/Club Activities other than FFA per Semester	50
D. R.O.P. Olympics	50
1. Event Winner	50
2. Top eight (2-8)	25

**PITMAN CHAPTER FFA CONSTITUTION**  
**(Revised July of 2004)**

**ARTICLE I Name**

**Section A.** The name of this organization shall be the "Pitman FFA Chapter #512."

**ARTICLE 2 Purpose**

The major purpose of this organization is to improve agriculture in the Pitman area by the following means:

1. To develop competent, aggressive, rural, and agriculture leadership.
2. To create and nurture a love for country life.
3. To strengthen the confidence of young men and women in themselves and their work.
4. To create more interest in the intelligent choice of agriculture occupations.
5. To encourage members in the development of individual agricultural experience programs and establishment in agriculture.
6. To encourage members to improve the home and its surroundings.
7. To participate in worthy undertaking for the improvement of agriculture.
8. To develop character, train for useful citizenship, and foster patriotism.
9. To encourage and practice thrift.
10. To participate in cooperative efforts.
11. To encourage improvement in scholarship.
12. To provide and encourage the development of organized rural recreational activities.

**ARTICLE 3 Organization**

**Section A.** The Pitman Chapter of the FFA is a chartered local unit of the California Association of FFA, which is chartered by the National FFA Organization.

**Section B.** This chapter accepts in full the provision of the constitution and bylaws of the California Association of FFA as well as those of the National FFA Organization.

**ARTICLE 4 Emblems**

**Section A.** The emblems of the FFA shall be the emblem for the chapter.

Section B. Emblems used by the members shall be uniform and those obtained from concerns officially designated by the national organization of FFA.

## **ARTICLE 5 Membership**

Section A. Membership in this chapter shall be of three kinds:

1. Active
2. Associate
3. Honorary, as defined by the national FFA constitution.

Section B. The regular work of this chapter shall be carried on by the active membership.

Section C. Honorary membership in this chapter shall be limited to Honorary Chapter FFA Degree.

Section D. Active members in good standing may vote on all business brought before the chapter and will be eligible to show at the local county fair if all other requirements are met, an active member shall be considered in good standing when:

1. They attend 6 out of 9 of the local chapter meetings.
2. They show an interest and take part in the affairs of the chapter.
3. They fulfill the duties of an active member by their membership on a standing or temporary committee.
4. Members will abide by the FFA Code of Ethics
5. All members must maintain at least a 2.0 G.P.A. to remain in the

FFA

## **ARTICLE 6 Membership Degrees**

Section A. There shall be four degrees of active membership in this chapter. These degrees are:

1. The Discovery Degree
2. The Greenhand Degree
3. The Chapter FFA Degree
4. The State FFA Degree
  - a. All members holding the State FFA Degree are entitled to wear the regulation gold pin above the name.
5. The American FFA Degree

All Greenhands are entitled to wear the regulation Bronze emblem pin. All members holding the Degree of Chapter FFA are entitled to wear the silver

committing the chapter to any proposal or action.

**ARTICLE 9 Amendments**

Section A. Amendments to the Chapter Constitution shall be submitted in writing to the Executive Committee for consideration at least one week before the regular monthly meeting. A two-thirds majority of those present at any meetings is required for adoption.

Section B. Bylaws may be adopted by a majority vote at any meeting with a quorum present.



**GENERAL RULES GOVERNING PITMAN FFA MEMBERS  
AT CHAPTER ACTIVITIES AND WHILE  
WEARING THE OFFICIAL FFA JACKET**

## **I. Procedure**

- A. *Prior to entering an FFA activity governed by the rules or the***  
acquisition of the official FFA jacket, each FFA member will read a copy of the rules and sign a statement indicating their intent to follow the prescribed rules.
- B.** Each student entering a chapter activity must be accompanied by an instructor or chaperon, and this person must be with their student during the night, preventing noise or other disturbances that may interfere with the welfare of other individuals. Every effort must be made to maintain orderliness, quiet, and proper conduct at all times. Any violations will be considered cause for disciplinary action determined by the Chapter Executive Committee.
- C.** The activities that the Pitman FFA members will be allowed to participate in are outlined in the Chapter Program of Activities.

## **II. General Rules**

- A.** Members are prohibited from tobacco use and drinking alcoholic beverages while wearing the FFA jacket, officially representing the organization, and taking part in any official activity.
- B.** The use of, or possession of firecrackers or other explosives will be grounds for immediate expulsion from the show or activity.
- C.** No member is to leave the grounds without the permission of his/her instructor. No cars are to be used at any time without the approval of the instructor in charge.
- D.** Gentlemen and Ladylike conduct is expected at all times. Obscene language and roughhousing will not be tolerated at any time.
- E.** Students who are reported to the committee for neglect of stock will be brought before the committee for appropriate action.
- F.** Appropriate dress will be required at activities participated in by FFA. Girls shall be expected to use good judgment in dress and shall wear the recognized uniform for girls when applicable. Shirts without sleeves, shirts or T-shirts with insignia other than the FFA or acceptable names are forbidden.



- G. Any display of overly affectionate attention between boy and girl members shall be discouraged by advisors. Persistent abuse of this rule shall be cause for suspension from the show.**
- H. It is highly recommended that any items that are valuable or will be a problem to lock-up, or be left at home; such as - large radios rings, more money than needed for the week, cowboy hats, expensive cowboy boots, etc.**
- I. Students must attend Pancake Breakfast, students who do not participate on Sunday of the Pancake Breakfast will not show. Prior arrangements can be worked out with Advisor if there is an extreme reason for not attending. This attendance is required because the FFA supports the County Fair financially for its members. This is our number one fund raiser and we expect everyone to help out.**

### **III. Official FFA Jackets**

- A. The jacket should only be worn by persons who are members in good standing of the chapter.**
- B. It should always be kept clean and neat at all times.**
- C. The jacket should have only a large emblem on the back and a small emblem on the front; the name of the State Association and the name of the local chapter on the back; and the name of the individual on the front.**
- D. It should be worn by officers and members on the official FFA occasions, as well as other occasions where the chapter is represented. It may be worn to school and other appropriate places.**
- E. The jacket should be worn only to places that are appropriate for members to visit.**
- F. School letters and insignia of other organizations should not be attached to or worn on the jacket.**



- G. The jacket should not be worn with garments bearing the insignia of other organizations.**
- H. When the jacket becomes too faded and worn to wear in public, it should be discarded or the emblems and lettering removed.
- I. The emblems and lettering should be removed if the jacket is given or sold to a non-member.**
- J. When jackets are worn by members they should conduct themselves in a gentlemanly or ladylike fashion.**
- K. Members are prohibited from tobacco use and drinking alcoholic beverages while wearing the FFA jacket, officially representing the organization and taking part in any official activity.
- L. All chapter degree, office, and award medals should be worn beneath the name on the right side of the jacket, with the exception that a single State FFA charm and the American FFA Key should be worn above the name or attached to a standard key chain.**
- M. Violation of the above rules governing the use of the Official FFA Jacket, will warrant the Executive Committee to revoke the member's ownership of the jacket.

## **IV. Fair Exhibits & Exhibitors**

- A. You, your animal, and your chapter are on exhibit during the entire show. You will be expected to keep our exhibit area and adjacent aisles clean at all times.
- B. Stalls must be cleaned, with old bedding put into the designated areas by 7:00 a.m. (This may change according to species). Keep the aisles clean at all times--this is a safety and health factor as well as a feature of your exhibit.
- C. Each exhibitor is responsible for his or her own animals at all times. If he cannot be present he must have prior approval of his instructor to leave. The person designated to care for the animals must then

be present at the fair.

- D. Destruction of property, not cooperating with employees of the show or cooperating groups all add up to a bad image--not that of a FFA member; thus, you will be expected to cooperate at all times.

**Exhibitors will be held responsible for damage to any facilities or equipment.**

#### V. Dormitory

- A. Each fair has written dormitory rules as to the time each member is to be checked in. It is the member's responsibility to familiarize himself or herself with these rules and abide by them.
- B. **You are expected to keep your dormitory area clean of garbage, your bed made, and the bunk area policed.**

#### VI. Disciplinary Action

- A. **Individuals who have been found to have violated any of these rules** will be subject to disciplinary action by the Chapter Executive Committee and the advisors of the chapter.
- B. If the violation warrants it, this committee has the authority to immediately bar the individual or individuals involved from any further FFA activities, ownership of official FFA jacket, and membership of the organization.

#### VII. Members in Good Standing

(The following policy is being implemented to protect the rights and opportunities of FFA students in the Agriculture Education program. Due to some very serious violations by students in the past, our chapter and department found it necessary to outline proper procedure for a member to be in good standing.)

Every member will start out in good standing. Only by their actions will their standing become unsatisfactory. We hope this statement will provide a clear understanding of acceptable conduct, attitude and procedure on the part of members.

### **VIII. Officer Responsibilities**

All officers are to participate in all FFA executive meetings and regular meetings. If an officer misses 2 of those meetings unexcused then they will be removed from office. Also any officer that does not maintain a 2.0 GPA will be asked to leave office.

Officers must participate in the following activities, when they apply, based on time of election into office:

- \*Camp Sylvester
- \*Summer Officer Retreat
- \*Opening/Closing Contests
- \*COLC/Fall Leadership Conference
- \*Tri-Tip Fundraiser
- \*FFA Banquet

Officers must learn to work together as a team along with the advisors to accomplish the goals of the Program of Activities.





# Supporting Documents

8

## Recruitment Program

## 8. Recruitment Plan

Our department spends an ample amount of time each spring going out to Junior High schools and elementary schools to recruit the future generations of agriculturalists. We have events where we go for a petting zoo, recruiting fairs, or events for incoming 8<sup>th</sup> graders at our high school. Our efforts revolved around getting the information out there to everyone involved in the process. We spend time having counselors coming into our classes to see what it is we do. We ask the administration to help secure our classes and numbers early on in the process. At the events for the students, we hand out letters, pamphlets and have current students on hand to answer any questions. We are currently revising our pathways so we will update our pathways hand out once courses are approved and set in stone.

Video link shown at recruitment day to 8<sup>th</sup> graders:

<https://vimeo.com/257810470>





We are...

Pitman FFA



Learning to **DO**,  
Doing to **LEARN**,  
Earning to **LIVE**,  
Living to **SERVE**!

What does

Pitman FFA have

to offer

you?



and activities



such as

- Travel to new and fun places!
- Participation in competition, projects and work as a team!
- Inspiring conferences!
- Scholarships!
- Opportunities!
- Quality of life!
- Healthy, happy!



Follow Us!



@pitmanffa02



@pitmanffa02



Pitman FFA



0pnsffa02 (text to 81510)

Our AG

Teachers

Adeline Aschert (202-485-4357)  
Nicole Schubar  
(202-485-4933)  
Luko Goetz (681-305-7485)





We have PRIDE  
in our  
chapter...

Pitman FFA, has always strived to develop its' students potential for premier leadership, personal growth, and career success. The Pitman FFA Chapter motivates and encourages its members to actively participate in planned events and activities, as well as various speaking and judging competitions to enhance their leadership skills. AG classes are based on the three rings of agricultural education, which are classroom/laboratory instruction, supervised agricultural experiences (SAE), and FFA engagement. Welcome to the chapter!





## Pitman High School

2525 W. Christoffersen Parkway, Turlock CA 95382  
209-656-1592 ext 4105



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### Agricultural Education Department

March 15, 2007

Dear Parent(s) of Future Pitman High School Student:

Your son / daughter is entering into a very critical time in their life. It is important that they find an area of interest to become involved in at the high school. This involvement will keep your student interested in high school and increase their success. The agriculture department could be an area that your child might truly enjoy. The Agriculture Science 1-2 course is the best place to start. Through this course students will learn about the many areas of agriculture and the opportunities available to them. After they have explored these areas of agriculture, they can make better career choices and pursue them in more depth.

In addition, agriculture students have the opportunity to participate in the FFA. We travel to various colleges and compete in contests against other schools throughout the state of California. In addition we have a chance to meet and develop relationships with members from other chapters.

The FFA sponsors many different activities, such as roller-skating, swim party, softball tournament, volleyball tournament and fun monthly meetings.

The FFA has a great leadership development program in which the members can participate. This program is designed to help the students become excited about school and life, be able to deal with peer pressure and develop leadership skills that will allow them to be successful in life.

The agriculture department has many students participating in different opportunities. **If you feel your son / daughter would like to participate in these activities then enroll them now in an agriculture class such as Integrated Ag Biology (college prep), Agriculture Engineering, or Environmental Horticulture.**

Please consider this our personal invitation for you to join us next year. Make an appointment today with a counselor to fit Agriculture into your schedule.

Sincerely Yours,

Luke Gocke  
PHS Agriculture Department  
656-5192ext4101

Nicolette Schiber  
PHS Agriculture Department  
656-1592ext4105

Adeline Amador  
PHS Agriculture Department  
656-1592ext6101



### Course Offerings 9-10

9<sup>th</sup>: Ag Science 1-2  
Integrated Ag Biology  
Ag Mechanics 1-2

10<sup>th</sup>: Ag Science 3-4  
Ag Welding 1-2

9<sup>th</sup>-10<sup>th</sup> Environmental Horticulture

### Advanced Offerings 11-12

#### Ornamental Horticulture:

Environmental Horticulture  
Floral Design (NEW UC approved Art Credit)

#### Science:

Integrated Ag Biology (college prep)  
Agriculture Chemistry

#### Ag Engineering:

Ag Mechanics 3-4  
Small Engines  
Ag Welding (ROP)

#### Ag Business:

Agribusiness & Technology  
Ag Sales & Service (ROP)  
Ag Occupation (ROP)

#### Speech

\*NOTE: Agriculture meets 3<sup>rd</sup> year PE requirement, and could count for one year Fine-arts requirement.

Many Ag Classes Articulation credits at Modesto Junior College

#### Activities

Tri Tip BBQ  
Pitman Cruise Car Show  
Achievement Trip  
Community Service  
Ag In The Classroom  
Volleyball  
Casino Night  
Taco Bus  
John's Incredible Pizza

#### Leadership Seminars:

Greenhand Conference  
COLC  
Advanced Fall Academy  
Camp Sylvester  
State and National Convention

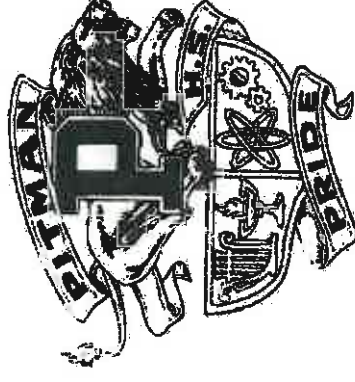
#### Career Development Events:

Arbuckle Field Day  
Reedley Field Day  
UC Davis Field Day  
MJC Field Day  
Merced Field Day  
Fresno State Field Day  
FFA State Finals, Cal Poly SLO.

#### Fairs and Expositions:

Stanislaus County Fair  
Great Western Livestock  
Western Bonanza, Paso Robles  
Cow Palace S.F. (min 6 students)  
California State Fair (min 6 students)

# WELCOME TO



# AGRICULTURE DEPARTMENT

For more information contact:

Pitman Ag. Department

Mr. Luke Gocke

Ms. Nicolette Schiber

Ms. Adeline Amador

(209) 656-1592 Ext. 4101/4105/6101

(209) 605-9734 cell 8am-8pm



## Why Choose Agriculture?

### HANDS – ON EXPERIENCE

- Plant Propagation  
Indoor & Outdoor Plant Production  
Landscaping
- State of the Art Metal  
Fabrication/Power  
Mechanics Shops  
Large / Small Fabrication Projects  
Latest Industry Welding Equipment  
Engineering Concepts
- Science labs  
Video Microscope Demonstrations  
Animal Dissections  
Ag Production Applications
- Field Study Tours  
Nature Studies  
Industry Tours  
Career Exploration  
College Opportunities

## Leadership Opportunities



- Team Competition  
Parliamentary Procedure  
Opening/Closing Ceremonies  
Career Development Events
- Individual Competition  
Public Speaking  
Livestock Showmanship  
Fair Exhibits  
Project Competition
- Leadership Development  
Offices can be held from Local to  
National Level  
Integrated Leadership Program

## Practical Applications



### REAL LIFE SKILLS

- Leadership
- Communication
- Budgeting
- Record Keeping
- Inventory Control
- Computer Applications

### STUDENT PROJECTS

- Livestock
- Crops
- Mechanics
- Horticulture
- Work Experience

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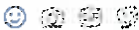
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Hector Flores, Alison Weathers and 26 others

1 Share

Write a comment...  
Please enter at least 10 characters.



Pitman FFA

Published by Nikki Schiber · April 26 ·

State conference recap! Wishing we could relive this past week over and over again! Thank you to [California FFA](#) for putting on such an inspirational and memorable experience for our chapter! [#activateffa](#) [#stillactivating](#)



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Chrissy Coughran, Hector Flores and 12 others

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Pitman FFA

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Sarah McConnell

GROUP CONVERSATIONS

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- Dylan Moore
- Isabel Grace Smith
- William Elmer
- Nicole Davis
- Carlynn Schuber
- Melinda Hughes
- Nicole Brown
- Kristal Brown
- Amelia Carter
- Sarah Schuber
- Bryan Toney



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Reviews

5.0 ★★★★★ 1 Review



Debbie Goldsmith

★★★★★ · February 23, 2018

Every child should experience what this wonderful program has to offer. What they learn, prepares them for all aspects of life.

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Photos



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Upcoming Events

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Brian Wicks



Johnathan Smith



Anthony Elbert



Brian Clark



Cameron Sorenson



Micaela Higgins



Nancy Patterson



Kaitlan Decker



Brooke Zander



Sara Schiller



Benjamin Decker



No upcoming events

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Posts



**Pitman FFA** shared a video · [Published by Nikki Schiber](#) · April 25 · [Public](#)

The FFA Organization allows students to remain rooted in the agriculture industry and these students are the future of the agriculture industry



36,400 Views

**California FFA**  
April 25 · [Public](#)

[Like Page](#)

Here at the 90th California State FFA Leadership Conference, we have been challenging you to Activate. Its time to Activate our passions of sharing our stories!

[84 people](#) reached

[Boost Post](#)

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[Sokhan Ban Adari](#), [Chrissy Coughran](#) and 4 others



Write a comment...  
[Report comment to page](#)



**Pitman FFA**  
[Published by Nikki Schiber](#) · April 24 · [Public](#)

Time for California Adventure! The students will be able to spend time in California Adventure till midnight and will have the park to themselves from 8pm-12! [#activateffa](#)

YOUR PAGES



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Briana Adams



Jahon Grace Smith



Katherine Black



Kaitlin Clark



Cassidy Dutton



Miauna Hughes



Nancy Palomares



Kendall Becker



Ariana Clark



Sony Sutter



Shawn Tazary

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961 people reached

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Like Comment Share

Mike Boster, Madison Cunha and 30 others

4 Shares

Write a comment...  
Press Enter to post.

**Pitman FFA**  
Published by Nikki Schiber (v) · April 24 ·

Look at this awesome state conference crew!! We have been activating our leadership skills and exploring limitless opportunities!



264 people reached

Boost Post

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Pitman FFA

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These contacts can't see you on chat. [Edit](#)

- Shari Moore
- Alison Orange Smith
- Kimberly Elam
- Karen Chase
- Carolyn Schiber
- Sherrill Hughes
- Nikki Schiber
- Kristal Schiber
- Andrea Carey
- Dana Schiber
- Bryan Toney

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**Micheal Vanek** I'm one proud dad!!  
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Write a comment...



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**Pitman FFA**  
Published by Nikki Schiber [?] · April 23 · 🌐

Congratulations to our scholarship winner, Mary Wright! Mary will be attending Oregon State in the fall majoring in bio-resource research with a focus in biotechnology!



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 Comment

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 Madison Cunha, Sokhan Ban Adari and 33 others

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1 Share

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**Brenda Nava Urbach** Congratulations ❤️  
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**Kathy J Nava** Congratulations Mary  
[Like](#) · [Reply](#) · [Message](#) · 6w



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-  Jillian Grace Smith
-  Kimberlee Scott
-  Karin Hilde
-  Cassidy Smith
-  Mason Hughes
-  Nancy Palmer
-  Perrin Stettin
-  Kaitlin Clark
-  Jack Snyder
-  Dylan Tinkley



# Supporting Documents

9

## FFA Chapter Scrapbook



## 9. Chapter Scrapbook

The Pitman FFA Chapter does not currently have an up-to-date scrapbook on hand. Before my arrival at the school, the decision was made to keep all photos and records online to preserve funds for other activities. In my opinion, this is an area for improvement in this chapter for more exposure and record keeping. I would like to see a scrapbook implemented into our program. I love going back to my old high school and looking at the scrapbooks from when I was in the ag program. It is a great way to keep track of events and students and showcase your chapter in a positive and fun way.







# Supporting Documents

10

Summer Activities

Calendar

## 10. Summer Activities Calendar

There isn't a department wide summer calendar at Pitman High School. We have tried to get on board with Google calendars but it didn't pan out this year. I do keep my own calendar that includes teaching events like CATA conference, professional development, fair, and animal weigh days for all species to avoid double booking a scale, equipment, or vehicle. We just implemented a Google calendar as a department for vehicles and meetings in order to avoid conflict and it has shown to be working. This has been implemented since April.



# Calendar

TODAY < > June 2018

Month    

June 2018

S	M	T	W	T	F	S
27	28	29	30	1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
1	2	3	4	5	6	7

Add a friend's calendar +

My calendars

- ☒ Nicolette Schiber
- ☐ Birthdays
- ☒ PHS Ag Department
- ☐ Reminders
- ☒ Vehicles PHS Ag

Sun	Mon	Tue	Wed	Thu	Fri	Sat
27	28	29	30	31	Jun 1	2
	Memorial Day	First State Meeting	First State Meeting	First State Meeting	First State Meeting	
		Weigh Pigs - Truck Ama		PHS graduation		
3	4	5	6	7	8	9
	7:30am Weigh Pigs -	Adolescent Trip	6:30am S&G Weigh/S			
10	11	12	13	14	15	16
		7:30am Weigh Pigs -	6:30am S&G Weigh/S			
17	18	19	20	21	22	23
Father's Day	7:30am Weigh Pigs/P	5pm Fair Meeting @ J	6:30am S&G Weigh/S		7:30am Weigh Pigs -	
24	25	26	27	28	29	30

# Calendar

TODAY < > July 2018

Month    

July 2018

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	4
5	6	7	8	9	10	11

Add a friend's calendar +

My calendars

- ☒ Nicolette Schiber
- ☐ Birthdays
- ☒ PHS Ag Department
- ☐ Reminders
- ☒ Vehicles PHS Ag

Sun	Mon	Tue	Wed	Thu	Fri	Sat
Jul 1	2	3	4	5	6	7
	7am S&G (Truck)	7am S&G (Truck)	Independence Day		Dairy (Truck)	Dairy (Truck)
		7:30am Weigh Pigs -				
8	9	10	11	12	13	14
		Dairy (Truck)	S&G Truck	Market Makers (Truck)	Market Makers (Truck)	Market Makers (Truck)
		Weigh Pigs - Truck Ama				
15	16	17	18	19	20	21
S&G Truck	First State Meeting	First State Meeting	Market Makers (Truck)	Market Makers (Truck)	Market Makers (Truck)	Market Makers (Truck)
	Dairy Release Truck	First State Meeting				
		Weigh Pigs -				
22	23	24	25	26	27	28
		Haul Out Farm Clean up Gorka Truck				
29	30	31	Aug 1	2	3	4



# Supporting Documents

11

## Comprehensive Program Plan

## 11. Graduate Follow up Survey and Results

Since my arrival at Pitman High School, we haven't sent out a formal survey or method to follow up with graduates of students. We have asked our graduates to come back and informal talk to them about their plans for the future or what they are currently up to in their lives. Then we submit that information to the Calaged.org portal. I recently made a graduate follow-up survey through Google form that I will implement within the department in order to better track graduate data.



# Graduate Follow-Up Survey

\* Required

First Name \*

Your answer

Last Name

Your answer

Year Graduated From PHS \*

Choose

Current Education \*

Choose

If you are currently enrolled in college or trade school, what is your major/degree program? Examples would include "Agribusiness", "Animal Science", "Construction Management" etc. \*

Your answer

What is the highest level of education that you currently plan to undertake? \*

Your answer

Current Employment \*

Your answer

Current industry of employment or college coursework. \*

Please select the industry that your current employment/college coursework most closely aligns with

Choose 

What is your current level of involvement in agriculture or related industries? \*

Choose 



Did any of the following FFA/SAE activities assist you in being better prepared for your current employment or educational pursuits? \*

Please check all that apply

- ☐ Creation of resume and cover letter/job interview
- ☐ Public speaking including opening closing, creed, impromptu, prepared, or extemporaneous
- ☐ Project competition
- ☐ Proficiency application
- ☐ SAE recordbok
- ☐ SAE Project
- ☐ CDE team
- ☐ Other:

To what degree do you think your involvement with Pitman FFA impacted your future? \*

	1	2	3	4	5	
No impact whatsoever	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strong positive impact on my preparation for my future career/and or as an educated consumer of agricultural products

What areas do you feel that Pitman FFA can improve in?

Examples include facilities, course offerings, projects/assignments, etc.

Your answer

What areas do you feel most benefit students in the Pitman FFA program? \*

Your answer

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## Students by Graduation Year (48 Students) 2018

Only students with 3 or more years in Ag Ed will be shown in this list.

[Save Changes](#)

NAME	FFA ID	GRAD YEAR	YEARS IN AG	GRAD STATUS
<a href="#">Aguiniga, Morgan</a>	601357094	2018	4	Four Year College - Ag Major
<a href="#">Ayala, Alexia</a>	601357108	2018	4	Two Year College - Ag Major
<a href="#">Bains, Harsimran</a>	601357111	2018	3	Not Entered
<a href="#">Barajas, Marcel</a>	601357114	2018	3	Not Entered
<a href="#">Bazan, Priscilla</a>	601357119	2018	3	Not Entered
<a href="#">Bennen, Rafael</a>	601357122	2018	4	Two Year College - Non-Ag Major
<a href="#">Benton, Brison</a>	601357123	2018	4	Four Year College - Non-Ag Major
<a href="#">Briones, Isaiah</a>	601356850	2018	4	Military
<a href="#">Bromley, Zachary</a>	601356851	2018	3	Military
<a href="#">Brown, Catherine</a>	601356852	2018	3	Not Entered

6/8/2018

## Post Graduate Follow-Up



Directory

NAME

FFA ID

GRAD  
YEARYEARS  
IN AG

GRAD STATUS

Order Paper Record  
Books[Chavez,  
Daniel](#)

601356860

2018

3

Two Year College - Ag Major

Go to My FFA.org  
Account[Chavez,  
Jesus](#)

601356861

2018

3

Not Entered

Go to My AET  
Account[Contreras,  
Michelle](#)

601356863

2018

3

Not Entered

Go to NFFA  
Declaration/Certification[Cortez, Eric](#)

601362998

2018

3

Not Entered

[Cortez  
Ventura,  
Aileen](#)

601356865

2018

3

Four Year College - Non-Ag Major

Go to  
Degree/Application  
Manager[Davalos,  
Maria](#)

601357508

2018

3

Not Entered

[Dawson,  
Taylor](#)

601357509

2018

3

Not Entered

[Dunn,  
Jayden](#)

601357517

2018

3

Location or Position Unknown

[Eam,  
Melissa](#)

601823303

2018

3

Military

[Evans,  
Fallon](#)

601357527

2018

3

Not Entered

[Flores,  
Vanessa](#)

601822942

2018

3

Four Year College - Non-Ag Major

[Galicia,  
Ricardo](#)

601357530

2018

4

Two Year College - Ag Major

[Goldsmith,  
Nick](#)

601822951

2018

3

Two Year College - Ag Major

[Henson,  
Holland](#)

601357551

2018

4

Two Year College - Non-Ag Major

[Hughes,  
MacKenzie](#)

601357559

2018

3

Not Entered

[Jimenez,  
Mark](#)

601357567

2018

3

Not Entered

[Kozlov, Alex](#)

601357573

2018

3

Location or Position Unknown

[Leonardo,  
Jaycee](#)

601357577

2018

4

Two Year College - Ag Major

[Martinez,  
Andy](#)

601357584

2018

3

Not Entered

[Nascimento,  
Elizabeth](#)

601357594

2018

3

Four Year College - Non-Ag Major

[Nava  
Urbach,  
Brenda](#)

601357595

2018

4

Two Year College - Ag Major

[Newlun,  
Jazmyn](#)

601357596

2018

3

Not Entered

[Paim,  
Lindsey](#)

601357607

2018

3

Location or Position Unknown

NAME	FFA ID	GRAD YEAR	YEARS IN AG	GRAD STATUS
<a href="#">Perez, Amaya</a>	601357610	2018	4	Not Entered
<a href="#">Rodriguez, Bryanna</a>	601822935	2018	3	Two Year College - Non-Ag Major
<a href="#">Rueda, Daniel</a>	601357640	2018	4	Not Entered
<a href="#">Sanchez, Saulo</a>	601357646	2018	4	Location or Position Unknown
<a href="#">Sangster, Stephanie</a>	601357647	2018	4	Not Entered
<a href="#">Sepulveda, Alyssa</a>	601357648	2018	3	Not Entered
<a href="#">Sisneros, robert</a>	601821984	2018	3	Two Year College - Ag Major
<a href="#">Souza, Russell</a>	601357657	2018	3	Two Year College - Ag Major
<a href="#">Thomson, Carlee</a>	601357661	2018	4	Four Year College - Ag Major
<a href="#">Uppal, Sonny</a>	601357666	2018	3	Location or Position Unknown
<a href="#">Urbina, Athena</a>	601357667	2018	3	Location or Position Unknown
<a href="#">Vanek, James</a>	601822400	2018	3	Two Year College - Ag Major
<a href="#">Willming, Grace</a>	601357677	2018	4	Four Year College - Non-Ag Major
<a href="#">Wood, Madison</a>	601822414	2018	3	Four Year College - Non-Ag Major
<a href="#">Wright, Mary</a>	601357679	2018	4	Four Year College - Ag Major

7928



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Agricultural Education prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber, and natural resources systems.

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### Students by Graduation Year (67 Students) 2017

Only students with 3 or more years in Ag Ed will be shown in this list.

[Save Changes](#)

NAME	FFA ID	GRAD YEAR	YEARS IN AG	GRAD STATUS
<a href="#">Acree, Haley</a>	600977915	2017	5	Four Year College - Ag Major
<a href="#">Atwood, Hailey</a>	600977922	2017	5	Four Year College - Ag Major
<a href="#">Ayon, Jose</a>	601357109	2017	3	Location or Position Unknown
<a href="#">Ayres, Lauren</a>	601357110	2017	4	Two Year College - Non-Ag Major
<a href="#">Bacon, Nathan</a>	600977925	2017	4	Two Year College - Non-Ag Major
<a href="#">Bailey, Evan</a>	600977927	2017	4	Location or Position Unknown
<a href="#">Bettencourt, Hunter</a>	600978498	2017	4	Employed - Fulltime - Ag Job
<a href="#">Bourchier, Clarissa</a>	600978504	2017	5	Two Year College - Ag Major
<a href="#">Brackett, Tanner</a>	600978506	2017	3	Four Year College - Non-Ag Major





Directory

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AccountGo to NFFA  
Declaration/CertificationGo to  
Degree/Application  
Manager

NAME	FFA ID	GRAD YEAR	YEARS IN AG	GRAD STATUS
<a href="#">Brady, Makayla</a>	600978507	2017	5	Two Year College - Ag Major
<a href="#">Cabrera, Yadira</a>	601356854	2017	3	Location or Position Unknown
<a href="#">Campanelli, Domenica</a>	600978512	2017	4	Location or Position Unknown
<a href="#">Casey, Caleb</a>	600978520	2017	5	Military
<a href="#">Cerutti, Tess</a>	600978522	2017	3	Two Year College - Non-Ag Major
<a href="#">Cortez, Alexandria</a>	600980323	2017	3	Location or Position Unknown
<a href="#">Cross, Hannah</a>	600977734	2017	5	Four Year College - Ag Major
<a href="#">Damron, Kassandra</a>	600977736	2017	3	Two Year College - Non-Ag Major
<a href="#">Estrada, Alexis</a>	601357525	2017	3	Location or Position Unknown
<a href="#">Evans, Robyn</a>	600977742	2017	3	Two Year College - Non-Ag Major
<a href="#">Feenster, Tunie</a>	600977745	2017	4	Location or Position Unknown
<a href="#">Fletcher, Brice</a>	600977746	2017	3	Military
<a href="#">Florez, Joseph</a>	600977747	2017	3	Military
<a href="#">Galvan, Alliyah</a>	600977749	2017	4	Four Year College - Ag Major
<a href="#">Garcia, Manuel</a>	600977755	2017	3	Location or Position Unknown
<a href="#">Garcia, Selena</a>	601357533	2017	4	Location or Position Unknown
<a href="#">Garvey, Kira</a>	601357535	2017	3	Two Year College - Non-Ag Major
<a href="#">Gois, Joey</a>	600977758	2017	4	Employed - Fulltime - Ag Job
<a href="#">Gong, Jack</a>	601357537	2017	3	Military
<a href="#">Gordillo, Rocky</a>	600977967	2017	4	Location or Position Unknown
<a href="#">Hagar, Brandon</a>	601357546	2017	4	Military
<a href="#">Heinrichs, Ashlynn</a>	601822958	2017	3	Not Entered
<a href="#">Jimenez, Annemarie</a>	600977978	2017	3	Location or Position Unknown
<a href="#">Johnson, Camie</a>	600977982	2017	3	Two Year College - Non-Ag Major

## Post Graduate Follow-Up

NAME	FFA ID	GRAD YEAR	YEARS IN AG	GRAD STATUS
<a href="#">Juncker, Kassidy</a>	600977985	2017	3	Military
<a href="#">Lafollette, Miranda</a>	600977989	2017	3	Location or Position Unknown
<a href="#">Leon, Francisco</a>	600977994	2017	3	Two Year College - Ag Major
<a href="#">Linan, Kenny</a>	600563735	2017	3	Location or Position Unknown
<a href="#">Lopez, Alexis</a>	601002507	2017	4	Two Year College - Non-Ag Major
<a href="#">Madriz, Nataly</a>	600978002	2017	3	Location or Position Unknown
<a href="#">Magana, Israel</a>	600978003	2017	4	Two Year College - Non-Ag Major
<a href="#">Marquez, Aja</a>	601357582	2017	3	Four Year College - Non-Ag Major
<a href="#">Morgan, Mikaela</a>	600978015	2017	3	Location or Position Unknown
<a href="#">Muniz, Roberto</a>	600978017	2017	3	Location or Position Unknown
<a href="#">Nguyen, Angelia</a>	600977759	2017	3	Four Year College - Non-Ag Major
<a href="#">Parker, Matthew</a>	600977769	2017	3	Two Year College - Ag Major
<a href="#">Perez, Alejandro</a>	600977771	2017	4	Four Year College - Non-Ag Major
<a href="#">Perez Barajas, Ariel</a>	600977773	2017	5	Employed - Fulltime - Ag Job
<a href="#">Pope, Tondrick</a>	600977777	2017	3	Two Year College - Non-Ag Major
<a href="#">Pulido, Xavier</a>	600977780	2017	4	Employed - Parttime - Ag Job
<a href="#">Reyna, Heaven</a>	600977787	2017	3	Two Year College - Non-Ag Major
<a href="#">Reynoso, Jonathan</a>	553590168	2017	4	Two Year College - Non-Ag Major
<a href="#">Reza, Hannah</a>	600977788	2017	3	Four Year College - Non-Ag Major
<a href="#">Reza, Macy</a>	600977789	2017	3	Four Year College - Non-Ag Major
<a href="#">Rivas, Sergio</a>	601357630	2017	3	Location or Position Unknown
<a href="#">Rocha, Zach</a>	600978020	2017	4	Employed - Fulltime - Non-Ag Job
<a href="#">Romero, Julian</a>	601357635	2017	3	Two Year College - Non-Ag Major

NAME	FFA ID	GRAD YEAR	YEARS IN AG	GRAD STATUS
<a href="#">Sarhad, Brandon</a>	600978027	2017	3	Employed - Parttime - Non-Ag Job
<a href="#">Silveira, Zachary</a>	600978031	2017	4	Location or Position Unknown
<a href="#">Sotello, Christina</a>	600978039	2017	3	Two Year College - Non-Ag Major
<a href="#">Sprague, Kevin</a>	600978040	2017	3	Location or Position Unknown
<a href="#">Strickland, Jeffrey</a>	600978042	2017	4	Employed - Fulltime - Ag Job
<a href="#">Suarez, Pilar</a>	600978043	2017	3	Location or Position Unknown
<a href="#">Thomason, Madison</a>	600978045	2017	3	Location or Position Unknown
<a href="#">Vargas, Kevin</a>	600978052	2017	3	Two Year College - Non-Ag Major
<a href="#">Ventura, Hector</a>	600978054	2017	3	Two Year College - Non-Ag Major
<a href="#">Villagrana, Luke</a>	600978056	2017	4	Two Year College - Non-Ag Major
<a href="#">Zylstra, Jake</a>	601357684	2017	3	Location or Position Unknown

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## Our Mission

Agricultural Education prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber, and natural resources systems.

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## Quick Links



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# Supporting Documents


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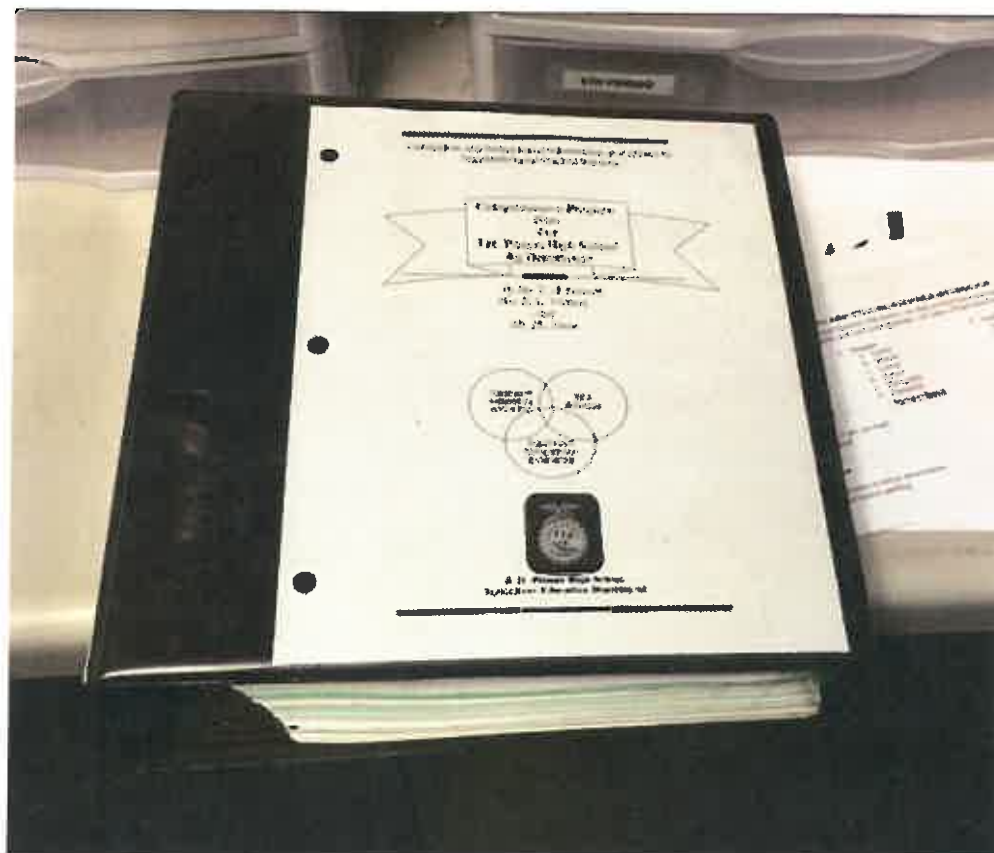
## Comprehensive Program Plan

## 12. Comprehensive Program Plan

Our comprehensive program plan is on file within the Agriculture Department. It contains any and all information about the department. It has been updated slightly over the past few years but could be re-done with the changeover within the department. We have really focused on improving this program plan this year in order to have a binder that accurately depicts what our program has to offer and contains.



	A	Community Job Market Description
	B	Targeted Occupational Job Titles
	C	Total Program Goals & Objectives
	D	Program Description
	E	Course Outline
	F	Program Completion Standards
	G	Description of Facilities and Major Equipment
	H	Five (5) Year Facility and Acquisition Schedule
	I	Staff Assignments - Chart of Responsibilities
	J	FFA Program of Activities - P.O.A.
	K	School / Department Policies
	L	Proficiency Standards for Program Completion
	M	Teacher Data Sheets
	N	Agribusiness Advisory Committee Report
	O	Advisory Committee Minutes
	P	Current Year Budget
	Q	Articulation Agreements
	R	Graduate Follow Up System
	S	List of Active Placement Sites
	T	Recruitment Activities and Materials
	U	Staff In-Service Record
	V	Department Meeting Minutes
	W	Department Inventory
	X	





# Supporting Documents

13

Advisory Committee

Agendas, Minutes,

Constitution and Bylaws



### **13. Advisory Committee Agendas, Minutes, and Constitution and Bylaws**

The Pitman Agriculture Department holds an Advisory Committee Meeting twice a year. The agenda is set by the Committee Chair and Ag teachers. Minutes are generated and sent out after the conclusion of the meeting. The fall meeting is set on site and only includes those members specific to Pitman High School. In the spring there is a district wide meeting where everyone from our school site as well as Turlock High School, the other school in the district, come together to talk about needs at a district level with high level administration on hand like the board of directors.



**PITMAN HIGH SCHOOL  
AGRICULTURE ADVISORY COMMITTEE**

**Agenda**

**November 15, 2017**

**Pitman High School 6:00pm-7:00pm**

1. Welcome/Introductions
2. 1 Minute Teacher classroom Updates
3. State of the Department
  - a. Marketing the program
  - b. Educational Pathways and Course offerings
4. School Farm Update
5. AIG Review
  - a. Chart of Responsibilities
6. Review of members and rotation
7. Your input/questions
8. Next meeting-District Advisory Meeting in January



# Pitman Agricultural Department

## Ag Advisory Committee Roster

Name	Occupation/Affiliation	Address	Phone #	Email
Luke Gocke	Ag Teacher	2525 W Christoffersen Pkwy	209-656-1592	<a href="mailto:lgocke@turlock.k12.ca.us">lgocke@turlock.k12.ca.us</a>
Adie Amador	Ag Teacher	2526 W Christoffersen Pkwy	209-656-1593	<a href="mailto:aamador@turlock.k12.ca.us">aamador@turlock.k12.ca.us</a>
Nicolette Schiber	Ag Teacher	2527 W Christoffersen Pkwy	209-656-1594	<a href="mailto:nschiber@turlock.k12.ca.us">nschiber@turlock.k12.ca.us</a>
Allan Day	3D Cattle/Tri Tipery	3712 S Quincy Rd Denair	209-603-0122	<a href="mailto:tailgatebbq@sbcglobal.net">tailgatebbq@sbcglobal.net</a>
Kelley Day	Educator	3713 S Quincy Rd Denair	209-988-1198	<a href="mailto:kellcday@sbcglobal.net">kellcday@sbcglobal.net</a>
Paul Fernandes	Farmer/Pharm rep	2029 Bristol Park circle Turlock	209-608-2697	<a href="mailto:loineyefarms@aol.com">loineyefarms@aol.com</a>
David Lattig	CTE Director	1574 E Canal Dr, Turlock,	209-667-2990	<a href="mailto:dlattig@turlock.k12.ca.us">dlattig@turlock.k12.ca.us</a>
Don Borges	MJC Dean	435 College Ave Modesto	209-575-6200	<a href="mailto:borgesd@mjc.edu">borgesd@mjc.edu</a>
Marie Lorenzi	PHS FFA Alumni	985 Cedar Ridge Dr Turlock	209-581-6618	<a href="mailto:calmygal1960@gmail.com">calmygal1960@gmail.com</a>
Jeff Lorenzi	Vegetable Consultant	986 Cedar Ridge Dr Turlock	209-620-6608	<a href="mailto:jefflorenzi@charter.net">jefflorenzi@charter.net</a>
Donald Wilkey	Wilkey Industries	830 S Tegner Turlock	209-656-0561	<a href="mailto:don@wilkeyindustries.com">don@wilkeyindustries.com</a>
Jay DeGraff	The Greenery Nursery	742 E. Olive St Turlock	209-606-5663	<a href="mailto:jay@greenerynsy.com">jay@greenerynsy.com</a>

## ADVISORY COMMITTEES

Career-technical education is an important component of a student's total education. The Regional Occupational Centers and Programs (ROCPs) are a dynamic school-to-career delivery system for high school students and adults in California. A key to the success of these programs is the cooperation that has been given by the business and industrial community.

Today, more than ever, it is critical that Advisory Committees be involved in planning programs and evaluating the successes of our efforts. Committee members assist us in maintaining relevant up-to-date training programs.

### AN ADVISORY COMMITTEE IS NEEDED . . .

- \* To assist in curriculum review, verification of labor market needs and placement.
- \* To acquire information that will help design, update, modify, expand, and improve the quality of ROP courses.
- \* To obtain added support and strengthen the relationship between business, industry, the community, and education.
- \* To meet accountability requirements set by the California State Department of Education.

### ADVISORY COMMITTEE FUNCTIONS AND RESPONSIBILITIES:

- \* Verify job market needs of a local or regional labor market.
- \* Advise in matters related to program activities, course content, and the competencies needed.
- \* Advise on instructional facilities and equipment.
- \* Assist in long-range program planning.
- \* Act as a liaison between the Community and ROP.
- \* Serve as resource persons and help identify community resources.
- \* Recommend competent personnel with appropriate experience as potential instructors.
- \* Assist to promote the occupational program.
- \* Maintain an active role in assisting with placement of students.

***Title V, Section 11504. Course Appropriateness and Criteria for Course Approval. There is evidence that use is being made of subject area advisory committees in determining courses appropriate for Regional Occupational Centers or Regional Occupational Programs. Note that advisory committee minutes provide this evidence.***

## CHECKLIST FOR ADVISORY COMMITTEE MINUTES

The checklist that follows provides guidelines for instructors in the work with advisory committees with a special focus on the important information that should be recorded at the annual advisory committee meetings. Each ROCP will adapt the guidelines to suit local needs and particular organizational structure. The checklist can be added to local Advisory Committee Handbooks.

### **P Purpose of Meeting**

The main function of the Advisory Committee is to provide up-to-date information on current trends and technologies and to make recommendations for the development and improvement of the program. An advisory committee member speaks on behalf of employers from a specific career-technical area.

*Note: The purpose of the meeting should be included on the meeting agenda, should be stated at the opening of a meeting, and restated in the minutes.*

### **P Full Identification of Business/Industry Members Present**

The minutes include a listing, complete with full name, title, and **name of business**, of each advisory committee member participating in the meeting. Through the use of technology (virtual, e-based), meeting participation can be accomplished in several ways including teleconference, conference call, online connection, as well as being physically present at a scheduled meeting location.

Advisory Committee minutes reflect that a majority of the members in attendance represent the career-technical area for which instruction is given.

#### **Example:**

#### **List of business/advisory members present:**

**Carla Ames, Owner, Kid's World Child Care Center**

**Cathy Boetcher, Director, Growth & Opportunity, Inc.**

**Margarita Carrillo-Gaitán, Coordinator, Project Head Start**

**Cindy Walling, Director, Goldsmith Seeds Child Care Center**

**p Listing of ROCP Teachers, Administrators, Staff, Ad Hoc Members, and Others Present**

The minutes include a listing, complete with full name and job title of attendees other than those listed as Advisory members. **Note:** This listing is not considered part of the voting membership of the advisory committee.

*Example:*

Site/District attendees present:

Diane Bates, Child Care Instructor, San Benito High School

Marlene Bumgarner, Child Development Instructor, Gavilan College

Marcia Bush, Special Projects Coordinator, South Santa Clara County ROP

Mo Davies, Child Care Instructor, Live Oak High School

Susie Law, Child Care Instructor, Mt. Madonna High School

Marietta Segal, Child Development Instructor, Gavilan College

**p Meeting Called to Order by \_\_\_\_\_**

Include full name of person chairing the meeting.

*Example:*

Don Smith, Law Enforcement instructor called the meeting to order at 1:30 p.m.

**p Approval/Review of Minutes**

Recommendations from the previous meeting as presented in the minutes should be noted.

*Example: Lynne and Willie discussed last year's recommendations and how they had been addressed. One recommendation was making field trips available to students. Willie noted that he has had two this year and a third is planned.*

**p Curriculum Review**

The minutes reflect that course materials, including a copy of the current course outline, were made available to advisory committee members.

Status of Previous Recommendations. Specific recommendations made at a previous meeting are identified and status or action taken is noted.

## CHECKLIST FOR ADVISORY COMMITTEE MINUTES

Member Input. Provide summary detail about pertinent comments or recommendations contributed during the meeting. Minutes should reflect actual points of discussion regarding the course outline and curriculum.

*Example: Vernon Gates, South City College Police Department, suggested a unit on specialized law enforcement-related occupations within the career literacy section, where students could hear about jobs such as parks/fish and game wardens, DMV security, airport and school police, and port police.*

Course Description. The current description used in various course catalogs and informational brochures should be reviewed. Updated information contributed by advisory members should be noted in the minutes.

*Example: Sean Carter, General Contractor, recommended that more information about the on-site internship available to the construction students be included in the course description.*

Job Titles. Advisory members review the titles listed and make recommendations for additions or deletions. Revisions should be noted in the minutes.

*Example: Lane Wilson, Special Agent, DEA, suggested adding customs officers to the list.*

Course Outline and Hours of Instruction. Any revisions recommended by the Advisory members require a formal motion for approval. The details of the vote are included in the minutes.

*Example: Advisory Committee members present at the meeting voted unanimously to approve the revised course outline and a total of 360 hours of instruction for Child Development as presented.*

Training Plans for Community Classroom and/or CVE. The appropriate ROCP Instructor provides an overview and example of the mandated joint venture training agreement and plan, including student responsibilities, parent/guardian responsibilities where appropriate, employer responsibilities and ROCP responsibility. Minutes reflect this discussion.

Instructional Materials. Advisory Committee members may be asked to provide input about instructional materials including but not limited to texts, videos, software. Time may be taken at the advisory committee meeting for review of such materials. The details of the input or review should be noted in the minutes with specific titles and dates of publication or release provided.

*Example: Susan Rozas, Dental Assisting instructor, demonstrated the newly purchased interactive program for checking students charting skills.*



Equipment. Specific recommendations made by advisory committee members are noted.

*Example: John Trent, ROC Coordinator, raised a question about testing equipment to which students should be exposed. Business representatives replied that pentascanner and satellite analyzers are standards in the networking industry.*

## **p New Course Development**

If the course is new, minutes reflect extensive, in-depth discussion by industry advisors of course content, including appropriate job titles and competencies to be mastered (both academic and industry-specific); local labor market needs; related course offerings; area training programs already offering classes; and career pathways. Minutes should also show final approval of the course outline with motion and second by industry advisors.

*Example: The motion by Tom Ross, Showtime Director, seconded by Tina Lee, Video Productions Coordinator, to approve the new course outline for Audio-Video Publishing was passed unanimously by advisory committee members present at the meeting.*

## **p Articulation/UC Approved**

If the career-technical program is articulated with a community college program or approved for UC a-g credit, it should be noted in the minutes. An annual report of the number of students continuing their education in these programs should be included.

*Example: John Ingram, Computer Business Applications instructor, explained to advisory committee members how the articulation agreement was working for the students when they continued their education at the community college.*

## **p Labor Market Information & Future Trends**

A review of the current local and state labor market information is provided either in summary narrative form or by the addition of handout material(s) that have been distributed. Current salary ranges for the occupations or career clusters aligned with the program should be supplied along with the labor market data. This up-to-date information is reflected in the minutes, or as an attachment to the minutes.

*Example: The current labor market information distributed showed a high demand for network technicians. Gary Mitchell, Amerilink Corporation, estimated that in the*

*next two years there is a need for 3,000 technicians in positions connected to several different aspects of the industry.*

## **P Placement/Continuing Education**

Discussion about factors contributed by advisory committee members is reflected in the minutes. The ROCP Instructor will report on current placement data for the program, and the detail will be in the minutes or included as an attachment.

*Example: Bruce Lee, Network Cable Technology instructor, indicated that 12 out of 20 students in the current program have jobs waiting for them upon graduation.*

## **P Suggestions & Recommendations**

Note other advice given by advisory committee members.

*Example: Don Speciale, Amerilink Operations Manager, indicated that he would like to visit classes and talk to network cable technology students.*

## **P Motion Recommending Support for Continuing the Program**

Document the complete detail of this action including the name of the advisory committee member who made the motion, the second, and how the total advisory committee membership present, or connected for the meeting, voted. State clearly in the minutes whether the motion was carried or not carried. **Note:** ROCP instructors, administrators, or staff present are not included in this vote.

*Example: The motion to continue the Computer Business Applications program was made by Melissa Dile, City Human Resources Director, and seconded by Jeff Strematz, Manpower. All ten business advisory members present voted in favor of the motion.*

## **P Next Meeting (optional)**

If a date, time, and location for the next meeting is set, list the information prominently at the end of the minutes.

*Example: The Computer Business Applications Advisory Committee will meet again on **Thursday, May 3, 2001**, from 4:30-6:00 p.m. at the Manpower office, 1708 West Street, Suite D, Gilroy, CA 95020.*

## CHECKLIST FOR ADVISORY COMMITTEE MINUTES

### **P Thank You and Adjournment (list time)**

*Example: The meeting was closed at 6:00 p.m. with appreciation expressed to the advisory members for their willingness to serve in this capacity and provide much-needed advice for the program.*

### **P Name of Person Taking/Preparing the Minutes**

*Example: Minutes prepared by Joan Smith, South County ROP.*

## **Advisory Dinner Recommendations 1/25/18**

### **Agriculture & Natural Resources**

- Equipment needed:
  - PHS: greenhouse, science equipment, science facilities
  - THS: floral class/metal shop/woodshop: Ventilation, electrical power machines, lighting, measure O science facility for Ag
- Industry need for good welders and fabricators, communication and soft skills
- Certification tests from the California association
- Develop/follow a visual pathway
- Look into 4<sup>th</sup> year classes for AG pathways
- Silva: industry needs to help Lattig do his job. Can't just rely on teachers.

### **Arts, Media, & Entertainment**

- 

### **Business & Finance**

- Prioritize writing in the business communication course
- Cranford emphasizes using Word & Excel – not so much google apps.
- Exposure to Microsoft Office
- Expand on budgeting and checkbook- address personal finance
- Teach students to try new things and not be afraid

### **Education, Child Development, & Family Services**

- More teachers on site promoting program
- Partner with Stanislaus -Connect with Mark Holmes and Al Silveria
- Staff meeting to encourage the profession in class

### **Engineering & Architecture**

- Emphasize the use of visual sensors and inspection processes.
- Have all counselors visit Foster Farms processing plants to familiarize themselves with the needs of local industries.

### **Health Science & Medical Technology**

- Students need more exposure
- Make a list of student roles and what we want the business partners to have students do
- Need students ready to observe
- CPR / First Aid Certification
- Sports medicine internships and class times to reflect the health occupations schedule

### **Hospitality, Tourism, & Recreation**

- Work study programs – want students to leave school and engage in 3 hour blocks
- Renovation for a commercial type of kitchen to enhance their skills
- Ice cream making equipment
- Industry standard stove
- Mrs. Drummond would like updated equipment to prevent students from getting hurt
- George Kosmas and David Meeting

### Public Services

- Look into possible paid internships with local law enforcement agencies
- CPR / First Aid Certification

### Transportation

- All Data or Mitchell On Demand programs to be installed into classroom I-pads, tablets, and/or laptops
- Monthly subscription programs that outline automotive repair, including step by step repair procedures that indicate “book time” repair parameters.
- Enhance and expand learning curriculum to broaden preparedness for industry needs
  - Hybrid Technology Curriculum enhancement is a must for those being pipelined through CTE into Industry as we see a growth in hybrid technology and a definite shift toward electric and hybrid vehicles in the foreseeable future.
  - Expand Diesel Repair curriculum as we are seeing a growth for need for diesel repair technicians in Industry. Diesel Repair is vibrant and is an excellent career pathway as techs in Industry find Diesel Repair to be rewarding and lucrative.
  - Tesla Specific Material integrated into Automotive CTE Programs, as Tesla is the wave of the near future and an understanding of this product can assist a CTE student into a potential future with this automaker with a baseline understanding of the technology BEFORE entering industry.

## Advisory Committee meeting 11/15/17

1. Welcome/introductions
  - a. See sign in sheet
2. Teacher classroom updates
  - a. Luke - all shop classes this year. GOal to have more projects at the fair. Students working on electrical right now. Instruct welding sooner to get more projects. Grant gave new equipment.
  - b. Adie - Ag
  - c. Nikki - Horticulture 13 kids, hard working. Greenery donated plants and soil for the garden. Floral is fun, classes are medium size. Making thanksgiving arrangements tomorrow, Great floral students. Viticulture harvested grapes and made wine right away. 20 boys and 5 girls. Currently going over pruning. Farm Management - 7 kids. Great experience. Go to the farm every day, she heads up the garden part of the farm. Saturday planted the winter garden.
3. State of the department - See handouts with numbers and pathways
  - a. Marketing the program
    - i. Working to get pitman ffas name out into the community and exposure.
  - b. Educational pathways and course offerings
    - i. Working to improve pathways to meet state curriculum. Looking for advisory committee to give their option to match industry standards.
    - ii. Borges wants to be sure that we are mirroring the science department for our pathway so that students can switch into our program. Lattig - These classes should help sustain and build the science classes. Looking to change the name of some horticulture classes to get student involved. Viticulture on its way out. Board wants to see the increase of student use at the farm. Students use farm management of a capstone class for all of these pathways.
    - iii. City is looking for 6 kids for the parks and rec dept. Looking for OH and small engines kids. That would have to be outside of the school day. Looking to get kids internship through CTE work experience contracts. Use business partners to get kids industry ready.
    - iv. Not sure about farm management as a capstone class. Not sure that it is built into the pathways. We are trying to make it a practicum for our students. Ag mech students working on the barn, fruit pruning teams will be practicing out in the orchards. We are looking into new models for next year. Maybe a farm educator out there all the time, so we are not taking a section away from our ag teachers. Eventually students setting up IPM and irrigation schedules, Actually managing and also doing the work, taking pride in it.
    - v. Ideal would be getting students certified in welding. Move fabrication and design to a senior class. Need to be ready by Junior year for an internship

or more advanced things so by the summer before their senior year they can do work experience.

- vi. Need to fit all classes into a pathway, pathways may be over by junior year.
- vii. INterested in Ag Business, Ag communications, and/or Ag Leadership.
- viii. Business is important for all different majors, good for kids that don't want farm management. Suggestion to have ag business and farm management the same class period.
- ix. Vision for school farm for students to have enterprise projects for students

#### 4. School Farm Update

- a. Mcguire has taken charge on building the corrals. One side completely done by christmas time. Garden is done by Nikki. Drainage problem, last year the garden area flooded. Came up with a solution to build a low area for the water to drain. Winter produce planted this past weekend. Suggestion to have students make a little stir fry and prepare and eat to make the connection of where their food comes from. Suggestion to teach students the timing of planting and harvesting. Garden is about ½ an acre.
- b. Borges question: how is the space used between the two schools? We are in talks with turlock about making sure that we work together.
- c. Map of farm passed out. See attached
- d. CTE incentive grant is set aside to build 1 swine barn.
- e. Suggestion to have a barrier to keep everything out of garden. Food safety. You don't go from barn to field.

#### 5. AIG Review

- a. Chart of Resp - See attached

#### 6. Review of members and rotation

- a. Normally a member is a 3 year term. Always new people coming in. Need committee members to represent our pathways. Recommended to see people more than twice a year, they should be involved in our program.
- b. Lattig - We value our recommendations from the committee at the district level.

#### 7. Your input/questions

- a. Marketing Ideas: strategize, present to different service organizations (kiwanis, rotary, school board, etc.) print literature, social media, buy pop ups with our logo on them. Table cloth with our name on it. Put them up everywhere. Booth at farmers market. We have a calendar of events, let the businesses know. They will push it with their employees and help us in other ways. A visit is nice, not everyone is tied in with social media. Train students to communicate with adults. There is a lot of manpower out there we just need to find it.



- b. Recommended that we implement food safety into our program. Understand recalls, traceability, etc. Also teaching regulations.
  - c. Blue Diamond and FFA are partnering, there was no students there.
  - d. Let advisory committee know about the BBQ Date.
  - e. Recommendation to go to junior highs, we need a presence there we need to recruit. Ask to present to science classes or something.
  - f. Go to 4H Clubs
8. Next meeting



# Supporting Documents

14

## Proficiency Standards

## 14. Proficiency Standards

Each class and pathway has a unique set of proficiency standards. The list of all proficiencies can be found in the comprehensive program plan tab “L.”



## **Program Completion Standards for four year completers in Animal Science**

### **Students will:**

1. Be able to use basic tools for castration in all species.
2. Be able to give all three types of shots (intra-muscular, sub Q, Intravenous)
3. Be familiar with different types of breeding systems (AI, ET, Natural)
4. Know vaccination schedules for common diseases in large animals.
5. Be familiar with different types of identification methods.
6. Know basic temperatures, respiratory rates and signs for a healthy animal.
7. Compute feed rations.
8. Be able to identify 20 different feed ingredients.
9. Know proper breeding ages, gestation periods, and parturition needs.
10. Know life cycle of common internal and external parasites.
11. Will be able to recognize common diseases.
12. Will understand genetics (heterozygous and homozygous)
13. Know parts of live animals.
14. Have record keeping skills
15. Know daily gains and cost per pound of gain.
16. Knowledge of how to judge animals.
17. Different production areas within each specie.
18. Recognize different by - products and what they are used for.
19. Computer programs related to animal science and production.
20. Know how to do a research project.
21. Understand registered or pedigree and grade or commercial as they relate.
22. Recognize and identify common breeds within each specie.
23. Proper and safe use of restraint tools.
24. Know how to handle and thaw semen.
25. Know how to do basic veterinary skills.

## **Program Completion Standards for three year completers in Agribusiness**

### **Students will:**

1. Demonstrate an ability to carry out an effective sales presentation on an agriculture product.
2. Evaluate Multi-media sales materials.
3. Acquire fundamental information about agribusiness sales industry including scope, jobs, and role of US economy on agriculture.
4. Demonstrate good listening and communication skills.
5. Make logical sequential management decisions.
6. Determine laws and regulations that pertain to OSHA and farm labor standards.
7. Define the function of marketing, when its used and how it works.
8. Define how the government plays a role in agriculture marketing.
9. Collect and analyze marketing and information trends relating to the futures market.
10. Have group discussion on marketing reports.
11. Compare and analyze measures of earnings to determine farm efficiency.
12. Define sources and principles of good farm credit.
13. Evaluate and select appropriate computer software for a specific task.
14. Evaluate the importance of computer applications as a management tool for agribusiness.
15. Complete projects that will demonstrate their ability to use computers and multi - media in agriculture applications.
16. Calculate depreciation, taxes, and earnings.
17. Create a balance sheet, budget, and cash flow statement.

# Agriculture Mechanics Proficiencies

## Basic Agriculture Mechanics

1. Select the proper method of joining metals and materials.
2. I.D. the tools, materials, and machines found in the typical shop.
3. Demonstrate the care, use, and maintenance of the tools, materials, and machines found in the typical shop.
4. Compute common shop measuring problems.
5. Compute a bill of materials.
6. Develop a cutting list for a shop project.
7. Demonstrate shop safety and pass a written safety test.
8. I.D. shop hazards and eliminate them before accidents occur.
9. I.D. and care for various kinds of rope.
10. Demonstrate knowledge of rope knots by tying several useful knots.
11. Prepare a working drawing showing the top, end, and front views of a shop project.
12. Explain the methods of painting, types of paint, their uses and cleanup procedures.
13. Select the most adequate (cost & quality) supplies (lumber, metal, hardware, etc.).
14. Demonstrate safe operation of shop tools.
15. I.D. types of threads and demonstrate the use of taps, ties, and tap drills.
16. Measure and thread pipe, and correctly I.D. the more commonly used fittings.
17. Demonstrate use of concrete and masonry tools.
18. Assemble an electrical wiring board or display as per instructions.
19. Complete an individual wood project of their choice demonstrating skills obtained in course. (Year 1)

## Ag Welding Concentration

20. Demonstrate welding safety and pass a written safety test.
21. Demonstrate safe operation of all types of electric and gas welding equipment.
22. Perform welds on materials in various welding positions (flat , horizontal, vertical, and overhead, etc.)
23. Demonstrate welding, brazing, and hard surfacing on various metal surfaces.
24. Evaluate equipment and materials as to their best use, value, and cost.
25. Select the correct and/or the most cost-effective equipment and materials for a given job.
26. Compare different welding procedures and accessories.
27. Select the most economical and convenient method of cutting metal for a given situation.
28. Evaluate different welding procedures.
29. Select the correct welding procedure for a given job.
30. Construct a small individual project demonstrating abilities in welding fundamentals. (Year 2)
31. Work independently on a large complex agriculturally related project. (Year 3 & 4)

## Small Engines Concentration

32. Demonstrate small engine safety and pass a written safety test.
33. I.D. and apply the basic principles of operation of the internal combustion engine.
34. I.D. engine parts and comprehend systems.
35. Analyze common engine failures and calculate costs to solve typical engine problems.
36. Demonstrate correct system adjustment techniques.
37. Disassemble and assemble a small engine.
38. Overhaul small engines using the correct tools and procedures.
39. Demonstrate the use of manuals and operation instructions.



## Core Education/Career Area

40. I.D. job requirements for entry, technical, and professional level employment.
41. Combine classroom instruction with on-the-job experience.
42. I.D. major components of labor market in order to determine employment trends.
43. Review sources of occupational planning information and evaluate present career choices.
44. Set attainable educational and career goals.
45. Develop effective techniques of human interaction.
46. Demonstrate communication techniques with employers, co-workers, and public.
47. Develop portfolio containing resume, letter of recommendation, sample application, and work samples.
48. Develop and conduct a Supervised Occupational Experience program for the three or four years enrolled in agriculture education.
49. Appreciate the wide variety of leadership training activities available through the FFA organization and participate in at least three activities for each year enrolled.
50. Develop skills in critical thinking, problem solving, and self appraisal which will help ensure success in educational and career choices.

# Ornamental Horticulture Proficiencies

1. History of Nursery Business
2. Advertising
3. Communications
4. Knowledge of legal Ethics
5. Organizing work
6. Educational knowledge of
  - a. ornamental
  - b. landscape construction
  - c. basic biology
  - d. mathematics
  - e. basic horticulture
  - f. herbaceous landscape plants
  - g. surveying
  - h. perspective
  - i. landscape design
  - j. landscape construction drawing
  - k. general entomology
  - l. botany
  - m. chemistry
7. Know Good Nursery Practices
  - a. use of fertilizers
  - b. know state laws on insecticide diseases
  - c. how to control insects and disease
  - d. rodent control
  - e. safety measures
  - f. identify drainage problems
  - g. proper pest root control
  - h. root inspection
  - i. selection of plants
  - j. selection of seeds
  - k. selection of bulbs
  - l. understand pollenization
  - m. identify mineral characteristics
  - n. identify flowers, vegetables, shrubs
  - o. select seed bulbs
  - p. storage of bulbs
  - q. storage of seeds
8. Understand sexual and asexual propagation
9. Selection of wood cutting
10. Selection of scion and bud wood
11. Know various root hormones
12. Know the botany and physiology of the small fruit and their relationship to production.
13. Know how to propagate small fruit and grow them to planting size
14. Plan an economical nursery unit
15. Understand nursery and plant sanitation
16. Know how to prune and train nursery stock.
17. Appreciation of trees for landscape use.
18. Terminology of the arborist

19. Stimulate creative thinking and encourage creative thinking work
20. Analyze the family needs and relate them to community needs
21. Use of plant key
22. Identify by leaf, flower, fruit and growth habits of many shrubs, vines, and trees.
23. Art principles
24. Living values

## **Physical Skills**

1. Prune and train
  - a. ornamental shrubs
  - b. ornamental trees
  - c. ornamental vines
2. Transplanting
  - a. seedlings
  - b. canned plant materials
3. Planting bare root
4. Testing of seed germination
5. Prepare and construct
6. Select and use fertilizers and soil conditions
  - a. liquid
  - b. dry
  - c. drill
7. Weed Control
  - a. cultivation
  - b. spraying
  - c. sterilize
  - d. hoeing
8. Irrigation
  - a. furrow
  - b. flood
  - c. sprinkler and auto. systems
9. Staking
  - a. trees
  - b. vines
  - c. shrubs
10. Select and use insecticides and fungicides
  - a. dusts
  - b. sprays
11. Thinning
  - a. fruit
  - b. flower
  - c. grapes, roses, beet, cane
  - d. street trees
  - e. fruit trees
  - f. hedges
12. Pruning
  - a. dead wood
  - b. disease and insect infested branches
  - c. excess growth
  - d. tree trimmers
  - e. anvil cut pruners
  - f. pruning saws

- g. pole saws
- h. flower shears
- i. snap cut shears
- 13. Rebuild old and broken down shrubs
- 14. Grafting
  - a. grafting equipment
  - b. grafting hood
- 15. Building of Propagational Structures
  - a. green house
  - b. hot bed
  - c. lath house
  - d. cold frames
  - e. mist beds
- 16. Mixing medias for propagation
- 17. Methods of propagation
  - a. sexual
  - b. asexual
    - runners
    - suckers
    - layering
    - separation
    - division
  - c. boulders
  - d. driftwood
  - e. mosaics
    - glass bits
    - smalti
    - stained glass
    - bottle glass
    - ceramic tile
    - broken pottery
    - linoleum
    - pebbles and stones
    - marble
    - wood
    - seeds
- 18. Greenhouse cooling
  - a. Floral breeze fans
  - b. turbulators
  - c. a tic and exhaust fans
  - d. aspen ponds
  - e. water and sump pumps
- 19. House Plants
  - a. potting plants
  - b. insect pests
  - c. summer cars
  - d. aquariums
  - e. leaf size
  - f. terrariums
- 20. Selection of plants
  - a. color of foliage an flowers
  - b. fragrance of flowers
  - c. branching habits

- d. height- width spread
- e. leaf size
- f. soil adaption
- g. hardness
- h. disease and pest resistance
- i. climate
- j. ecology
- 21. Propagation supplies
  - tee jet nozzles
  - misting nozzles
  - thermometers
  - plant hormones
  - soil drenches
  - heating cables and thermometers
- 22. Propagation medias
  - peat
  - perlite
  - vermiculite
  - loam
  - water falls
  - sun dials
  - cantilevered lath growing areas
- 23. Management of nursery business
  - a. marketing
    - culture
    - protection while growing and shipping
    - pricing and selling plants
  - b. arranging of key man
    - propagator- grows seedlings
    - plantsman- grows stock
    - mechanic- orders supplies
    - gardener- cares for display
    - sales person- mark items and sells to customer
    - officer manager- keeps records
  - c. records
  - d. income accounts

## **MISCELLANEOUS ( FAMILY LIVING AND HOME BEAUTIFICATION) SKILLS**

### **Physical Skills**

1. The use of pea gravel
2. The use of redwood for building fences
3. Selecting, locating, and operating fire extinguisher
4. Identifying, labeling and storing poisonous materials
5. Safely storing tool and equipment
6. Preparing seed and plant order forms
7. Heeling in plants and cuttings
8. Transplanting
9. Watering plants
10. Treating seeds before planting or storing
11. Soaking seeds

12. Preparing seedbeds
13. Staking plants
14. Protecting plantings against rodents and climatic factors
15. Setting horticulture, forestry, and landscaping plants
16. Thinning out
17. Determining the maturity of fruits and vegetables
18. Mulching
19. Staking orchard, garden, forestry, and landscaping sites
20. Selecting and applying lime and fertilizer
21. Selecting and tagging seed plants
22. Packaging and storing seeds and bulbs
23. Making single, twig, plant, bud grafts
24. Selecting root-cuttings, bulbs, suckers, and tubers

### **Managerial Skills**

1. Calculating planting requirements
2. Determining depth of planting requirements
3. Identifying forestry and horticulture insects and plant diseases
4. Sorting fruits and vegetables
5. Treating seeds before planting or sorting



# Supporting Documents

15

## Teaching Credentials



## 15. Teaching Credentials

I hold the following teaching credentials:

- Single Subject Teaching Credential in Agriculture (Preliminary)
- Specialist Instruction Credential in Agriculture (Cleared)



# California Commission on Teacher Credentialing

*By virtue of the authority vested in the Commission on Teacher Credentialing and in recognition of preparation for service in California public schools*

**NICOLETTE SCHIBER**

*is hereby awarded the*

Single Subject Teaching Credential

*together with all the rights, privileges, and responsibilities appertaining thereto*

valid: 02/14/2017 to 03/01/2022

*Linda Darling-Hammond*

*Linda Darling-Hammond  
Chair, Commission on Teacher  
Credentialing*



*Mary Alice Sandy*

*Mary Alice Sandy  
Executive Director, Commission  
on Teacher Credentialing*

**Note:** If you have questions about the information displayed below, please click [here](#) for a listing of Commission contacts

Last Name: SCHIBER

First Name: NICOLETTE

Middle Name: RUTH

Fingerprint Status: Complete No Action Re

Adverse and Commission Actions Indicator :

Last Known County of Employment:

Document Number	Document Title	Term	Status	Issue Date	Expiration Date	Original Issue
> 170038646	Single Subject Teaching Credential	Preliminary	Valid	2/14/2017	3/1/2022	
170039004	Specialist Instruction Credential (Agriculture) Clear		Valid	2/14/2017	3/1/2022	
150220522	Certificate of Clearance		Valid	11/13/2015	12/1/2020	11/13/2015
160034760	30-Day Substitute Teaching Permit	Emergency	Valid	2/12/2016	3/1/2017	2/12/2016

### Complete Your Programs Recommendation

For those who have completed a program and were recommended for a credential by their college, university, district, or county office.

Click the 'Document Title' to view detailed information. Select "Yes" next to the Document Title and either "Complete", or "Return Application to Authorized Agency".

Choose Yes to Complete Recommendation Document Title Term Application Status Issue Date Return Reason

### Renew Your Document

Options listed here are for those who already hold a document and are renewing.

Choose the record you are interested in by selecting ">". Then Select "Yes" next to the Document Title and click "Complete".

Choose Yes to Renew	Document Title	Term	Status	Issue Date	Expiration Date	Original Issuance Date
> No	30-Day Substitute Teaching Permit	Emergency	Valid	2/12/2016	3/1/2017	2/12/2016

### Apply for a Certificate of Clearance or Activity Supervisor Clearance Certificate

This option is ONLY for those seeking background clearance.

Click "Create New" to start. If applicable, select "Yes" next to the Document Title and click "Complete" to continue.

Choose Yes to Apply Document Title Application Status

To view the educator's public records (current documents, all documents held and Adverse and Commission Actions), click on the Educator's Last Name.

**Educator Information:**

Last Name: SCHIBER  
 First Name: NICOLETTE  
 Middle Name: RUTH

**Document Information:**

Document Number: 170039004  
 Document Title: Specialist Instruction Credential (Agriculture)  
 Term: Clear  
 Status: Valid  
 Issue Date: 2/14/2017  
 Expiration Date: 3/1/2022  
 Original Issue Date:  
 Grades:  
 Special Grade:  
 SB1969 (Title 5 §80487):

**Renewal Requirements**

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

**Renewal Code Renewal Description****Additional Description**

> R20	To renew this credential, the holder needs to submit <b>only</b> an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.	TC Code Not Required
R15P	The term of this credential is limited by the term of the prerequisite credential. To renew this credential, the holder must also renew the prerequisite credential.	

**Authorization / Subjects**

Authorization Code	Authorization Description	Subject Code	Subject Description
> R3A1	This credential authorizes the holder to teach agriculture in grades twelve and below, including preschool, and in classes organized primarily for adults. It also authorizes the holder to develop and coordinate curriculum, develop programs, and deliver staff development for agriculture education programs coordinated by school districts or county offices of education.	AGRI	Agriculture

**Employment Restrictions**

Organization Type	Organization	County
-------------------	--------------	--------

To view the educator's public records (current documents, all documents held and Adverse and Commission Actions), click on the Educator's Last Name.

**Educator Information:**

Last Name:	SCHIBER
First Name:	NICOLETTE
Middle Name:	RUTH

**Document Information:**

Document Number:	170038646
Document Title:	Single Subject Teaching Credential
Term:	Preliminary
Status:	Valid
Issue Date:	2/14/2017
Expiration Date:	3/1/2022
Original Issue Date:	
Grade:	
Special Grade:	
SB1969 (Title 5 §80487):	

**Renewal Requirements**

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

**Renewal Code Renewal Description****Additional Description**

> R14i	This credential may not be renewed. To qualify for the clear credential, the holder of this document must complete a Commission-approved Induction program including Verification of Completion by the program sponsor.	TC Code Not Required
--------	---	----------------------

**Authorization / Subjects**

Authorization Code	Authorization Description	Subject Code	Subject Description
> ELAS	The following instructional services may be provided to English learners within the content area(s) listed on this document: (1) English language development defined as instruction designed specifically for limited-English-proficient students to develop their listening, speaking, reading, and writing skills in English; and (2) specially designed content instruction delivered in English defined as instruction in a subject area, delivered in English, that is specially designed to meet the needs of limited-English-proficient students. This English learner authorization also covers classes taught on the basis of other valid, non-emergency credentials or permits held within the settings or content/specialty area(s) listed at the grade or age levels authorized.	NONE	
R1S	This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults.	AGRi	Agriculture

**Employment Restrictions**

Organization Type	Organization	County
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6/8/2018

Document

Note: If you have questions about the information displayed below, please click [here](#) for a listing of Commission contacts.

Last Name: AMADOR

Last Known County of Employment: STANISLAUS COUNTY OF

Note: Please verify County of Employment is current

First Name: ADELINE

Adverse and Commission Actions Indicator:

If flag displayed, click the Adverse and Commission Actions tab. If no flag, review

Middle Name: GRACE

Document Number	Document Title	Term	Status	Issue Date	Expiration
> 150149503	Single Subject Teaching Credential	Clear	Valid	6/15/2015	7/1/2020
130142378	Single Subject Teaching Credential	Preliminary	Valid	7/2/2013	8/1/2018
130142435	Specialist Instruction Credential (Agriculture)	Clear	Valid	7/2/2013	8/1/2018

## Authorization/Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description
> R1S	This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults. The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subjects adult education teaching credential, a child development instructional permit, or a child development supervision permit, English language development instruction is limited to the programs authorized by that credential or permit; (2) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit. This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3.	AGRI	Agriculture
ELA1	NONE		

## Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

Renewal Code	Renewal Description	Additional Description
> R20	To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.	TC Code Not Required

## Employment Restrictions

Organization Type	Organization	County
-------------------	--------------	--------



Note: If you have questions about the information displayed below, please click [here](#) for a listing of Commission contacts.

Last Name: **GOCKE** Last Known County of Employment: **STANISLAUS COUNTY OF** Note: Please verify County of Employment is current  
 First Name: **LUKE** Adverse and Commission Actions Indicator: If flag displayed, click the Adverse and Commission Actions tab. If no flag, review  
 Middle Name: **FLYNN**

Document Number	Document Title	Term	Status	Issue Date	Expiration
> 160098753	Single Subject Teaching Credential	Clear	Valid	5/11/2016	6/1/2021
140032082	Single Subject Teaching Credential	Preliminary	Valid	1/31/2014	2/1/2019
140039862	Specialist Instruction Credential (Agriculture)	Clear	Valid	1/31/2014	2/1/2019

#### Authorization/Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description
> R1S	This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes organized primarily for adults. The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subjects adult education teaching credential, a child development instructional permit, or a child development supervision permit, English language development instruction is limited to the programs authorized by that credential or permit; (2) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit. This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3.	AGRI	Agriculture
ELA1		NONE	

#### Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

Renewal Code	Renewal Description	Additional Description
> R20	To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.	TC Code Not Required

#### Employment Restrictions

Organization Type	Organization	County
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# Supporting Documents

16

## Calendar of Activities

## 16. Calendar of Activities

The calendar of activities is created by the FFA advisors and officer team at our annual officer team retreat before the school year. It is mass printed, given to all students, and displayed in every Ag class as well as emailed out to all parents/guardians through the Aeries portal.





## **Pitman FFA Schedule of Events** **(Dates/Times subject to change)**

### **August**

19-Beef Carcass Contest Dinner  
25-Greenhand Leadership Conference  
29-Back 2 School Night  
31-CATA Meeting

### **September**

11-Chapter Meeting  
16-17-Camp Sylvester  
23-Ford Drive 4U  
\_\_\_\_ - Fundraiser (?)

### **October**

7-Chapter Officer Leadership Conference  
9-Chapter Meeting  
\_\_\_\_-Drive Thru BBQ Tickets Kickoff (?)  
11-Sectional Opening & Closing Contest  
13-MJC Senior Day  
14-Walnut Elementary Carnival  
22/27-National Convention  
\_\_\_\_-BBQ Ticket \$ Due (?)

### **November**

1-Can Food Drive Kick Off  
6-Chapter Meeting  
\_\_\_\_ - Drive Thru BBQ(?)  
8-Sectional Day of Service  
14- Admin Night @ MJC  
15/16-New Professionals  
17/18-CATA Regional Meeting/Roadshow  
30-Sectional Ice Skating

### **December**

1 or 8-Christmas Parade  
7-Chapter Meeting

### **January**

22- Chapter Meeting  
24-Superday @ Turlock

### **February**

10- Regional speaking Contest  
\_\_\_\_-Merced Welding Contest  
13/15-World Ag Expo  
18-National FFA Week  
21-FFA Day  
21-Chapter Meeting  
24- CATA & FFA Regional Meeting

### **March**

3- UC Davis Field Day  
\_\_\_\_-Sacramento Leadership Experience (?)  
9/10- Chico State Field Day  
12-Freshman Orientation  
13-Chapter Meeting  
16-Regional Speaking Contest  
17-Merced Field Day  
20- State Degree Ceremony  
24- MJC Field Day  
28-Occupational Olympics

### **April**

12-Sectional Elections & Meetings  
21-Fresno Field Day  
19/20-Speaking Finals  
22/25-FFA State Conference

### **May**

4/5-State Finals  
15-CATA Planning Meeting  
17-End of the Year Banquet

# **Calendar of Events**

## **2017-2018**

### **August**

19-Carcass Contest  
11-Chapter Meeting  
25-Greenhand Conference  
31-CATA Meeting

### **September**

11- Chapter Meeting  
23-Ford Drive 4U  
29-MJC Senior Day

### **October**

7-COLC  
9-Chapter Meeting  
10-Canned Food Drive Kickoff  
11 Opening and Closing in Newman  
10-Drive Thru BBQ Tickets Kickoff  
20-BBQ Ticket \$ Due

### **November**

2- Drive Thru BBQ  
6-Chapter Meeting  
8-Tri-Rivers Day of Service  
30-Sectional Ice Skating

### **December**

1-Christmas Parade  
8-Project Competition  
7-Fall Banquet

### **January**

18-Superday @ Turlock  
22- Chapter Meeting

### **February**

10- Regional speaking Contest  
11-Merced Welding Contest  
16-World Ag Expo  
23-FFA Day  
21-Chapter Meeting  
25-Regional Meeting

### **March**

2-UC Davis Parli Pro  
3- UC Davis Field Day  
10/11- Chico State Field Day  
10-Steak and Oyster  
12-Chapter Ceremony  
17-Merced Field Day  
19-State Degree Ceremony  
24- MJC Field Day  
30-Occupational Olympics

### **April**

12-Sectional Luau @ Pitman  
20/25-FFA State Conference

### **May**

5/7-State Finals  
17-FFA Banquet



# Supporting Documents

17

## Professional Growth and Development

## 17. Professional Growth and Development

During my two and a half year teaching career I have participated and been involved with the following events:

- CATA Summer conference
- New Professional Institute
- CATA Roadshow
- Weekly, Professional Learning Community Meetings (PLC)
- Sectional and Regional CATA Meetings
- Teacher Induction Program
- Site Faculty and Staff Meetings
- CAFE conference for English language learners





# Supporting Documents

18

R-2



## 18. R-2

The department chair is responsible for making sure all the data is sufficient to submit to the state. The teachers are responsible for signing up their class. As a department we reserve the computer lab all day and each period we go have each class sign up for the R-2 now that it is all done online through the Calaged.org system. This system has made all of this extremely convenient in terms of registering students and has proven to be successful for the department in tracking student data.



[Record Book](#) [Contact](#)[Us](#)[My Dashboard](#)[Log Out](#)

Welcome, Nilda

Schüler



## CALIFORNIA AGRICULTURAL EDUCATION

**EXPLORE**  
Agricultural Education

**PARTICIPATE**  
Students & Members

**TEACH**  
Teachers & Advisors

**SUPPORT**  
Alumni & Parents

**GIVE**  
Sponsors & Donors

# California Ag Ed Online

[Dashboard](#)[FFA Membership](#)[Home](#)[Account Settings](#)[Account Balance](#)State Balance: **\$22.75**Region Balance: **\$0.00**[Student Roster](#)[Set Student Access Code](#)[FFA Membership](#)[Post Graduate Data](#)[Event Registration](#)[Livestock Insurance](#)[State Ag Ed Data Reports](#)[State Course Summary](#)[Application Center](#)

Once your chapter's membership is submitted, your roster will be reviewed by membership services. Upon approval, the roster will be submitted to National FFA and an invoice will be generated at that time.

### Submitted Members

### Pending Submission

[Unsubmit Current Event Membership](#)[Submit Pending Membership](#)

STUDENT NAME

FFA ID

[UNCHECK ALL](#)

STUDENT NAME

Acosta, Jason

603138671

All students currently submitted.

Acree, Haley

600977915

Adari, Danielle

603138832

Aguilar, Gisseli

603138823

aguilar, santiago

603138869

Aguiniga, Morgan

601357094

Al-Krad, Mohammad

603261390

Alatorre, Guillermo

601357095

Alcazar, Devin

602549448

Alcazar, Fabian

603138919

Aldaco, Julian

603139142

Aldama, Kassandra

603138721

Almonte, Victor

603139227



Directory



Order Paper Record Books



Go to My FFA.org Account



Go to My AET Account

Go to NFFA  
Declaration/CertificationGo to Degree/Application  
Manager

STUDENT NAME	FFA ID
Alvarado, Scott	601822736
Alvarez, Emily	602549388
alvarez, jaden	603138946
Alvarez, Rosa	603138714
Amaya, Isabella	603138988
Andaya, Reiss	603138784
anderson, natalie	603138720
Angel, Vanessa	603138657
ANGULO, KARYYSA	603139108
Angulo, Martin	603139203
Apodaca, Ricardo	603139080
Arafat, Hilmi	603261391
Arbzada, Suhrab	603261393
Armenta, Israel	603138848
Arnold, Eden	602549336
Arreola, Zulema	603139056
Astorga, Nayeli	603139179
Atwood, Hailey	600977922
Avalos, Christopher	602549315
Ayala, Alexia	601357108
Ayala, Alexzander	603138983
Ayres, Lauren	601357110
Baltazar, Alex	602549415
Barajas, Diana	603138793
Barajas, Victor	602549462
Barker, Zachary	603138994
Bass, Payton	601822924
Beas, Anthony	603138912
Beas, Joshua	603139052
Becerra, Carlos	602979699
bell, zachery	602549332
Bends, Emily	603138715
Benitez, Victor	603138742
Bennen, Rafael	601357122
Benton, Brison	601357123
Berbena, Mariah	601822927
Berbereia, Lucas	603139023
Bergman, Sarah	602549403
Berumen, Fabian	602549350

## FFA Membership

STUDENT NAME	FFA ID
Bettincourt, Spencer	603138831
Bittner, Nathan	603139107
Blackwell, Samuel	603138819
Bones, Diego	602549460
Bones, Sofia	603138886
Borjon, Anthony	603138811
Boster, Carolyn	601822931
Bourchier, Clarissa	600978504
Bourchier, Kai	602549405
Brady, Makayla	600978507
Braiser, Jim	603139172
Breshears Heed, Gabriel	603261382
Briones, Isaiah	601356850
Brown, Megan	603138804
Brumley, Cassie	601822934
Campbell, Naughtica	603138901
Canela, Alyssa	603139050
Carranza, Elena	603139141
Carrillo, Alejandro	603139259
casas, cassandra	603139118
Casey, Caleb	600978520
Castillo, Alfonso	602549409
Cerpa, Alejandro	603138745
cervantes, david	603138807
Cervantes, Gabriel	603139037
Cervantes, Marco	601356858
chad, Travis	603138700
chapman, judson	602549341
Chavez, Daniel	601356860
Chavez, Jesus	601356861
chavez mendoza, jesus	603138833
Claunch, Chloe	603139005
Climer, Dallas	601823291
cole, jordan	603139113
corral, victoria	603139195
Cortez, Aileen	602549376
Cortez, Ariel	601356864
Creighton, Margaret	601823294
cross, brent	603139167

## FFA Membership

STUDENT NAME	FFA ID
Cross, Hannah	600977734
Cruz, Andres	602549342
Cruz, Eric	603138930
Cruz, Jasmine	603138934
Cruz, Marina	602549389
Cuevas, Tony	602549322
cunha, madison	603139253
Davis-Gearing, Cerene	603139136
Davood, Kevin	603138978
De La Torre, Efren	603138921
Delay, Hayden	603138917
derespini, grant	603139036
Diaz, Noely	602549427
Dolberry, Keegan	601823301
Donaldson, Payton	601823302
Dunn, Andrea	603138685
Earn, Melissa	601823303
Eccles, Taylor	602549402
Elishapour, Swinee	603261377
Elliot, Kady	602549319
Engen, Chrstopher	603139236
Eshaq, Shahnaz	603261396
Estrada, Deioni	603261411
fader, cameron	602549422
fadhel, saeeda	603139196
Fair, Treyton	601822937
Farro, Colton	602549400
Fern, Grant	602549457
Flores, Hector	602549366
Flores, Vanessa	601822942
Freitas, McKenna	603139154
Galicia, Ricardo	601357530
Gaona, Israel	602549355
Garcia, Jasmine	603139260
Gaston, Rodney	603138702
Godoy, Alejandro	603138827
Goldsmith, Nick	601822951
Gonzales, Joseph	601822952
Gonzalez, Andrew	603261374

## FFA Membership

STUDENT NAME	FFA ID
Gonzalez, Damian	603139125
Gonzalez, Edgar	603138873
Gonzalez, Mario	603139110
Guillermo, Alatorre	601357543
Gunter, Ciara	602549459
Hagar, Brandon	601357546
Hagen, Brett	603138802
Hall, Rikina	603138676
Hanson, Grady	602549381
Hardee, Hayden	603139017
haynes, michael	603139175
Heinrichs, Ashlynn	601822958
Henson, Holland	601357551
Hinojosa, Payton	603138747
Hollmon, Neiko	603138660
Horn, Cameron	603139074
hunt, joshua	603138972
Hyatt, Abrianna	601822962
Ippolito, Andrew	601823490
Johal, Shawn	603139028
jorge, brandon	603139153
Juncker, Cory	602549348
Kast, Emma	601823492
Kaur, Kamaldeep	603261394
Kellison, Zachery	602549354
kemper, trinity	603139001
Konefat, Averie	603139060
kuharski, jacob	603139234
larios, amy	603139131
Larsen, Rylee	603138716
Lasater, Brook	603138689
lazar, kevin	603138667
lee, larry	603139137
lemos, austin	603138995
Leonard, Lilly	602549327
Leonardo, Jaycee	601357577
Leonardo, Joshua	603138992
Lightner, Madison	603139078
Litke, Shelby	603139162

## FFA Membership

STUDENT NAME	FFA ID
LoForti, Rylan	602549358
Lofton, Andrew	603139111
Long, Brice	601823504
long, daylan	603139224
Lopes, Taylor	602549382
Lopez, Alizabeth	601823506
lucatero, aaron	603139193
Lucero, Alaura	602549335
Lucero, Vicente	602549477
Lumpkin, Evan	603138688
Machado, David	602549373
Machado, Roxi	603138979
madriaga, ethan	603138810
Magana, Destiny	603138961
Mailloux, Nathan	603138734
Maldonado, Alejandro	603138949
Marko, Michael	603139119
Marquez, Issac	603139101
Marquez, Lorenzo	603138765
Martin, Hailey	602549359
Martin, Isabella	602549465
Martinez, Ezekiel	603139073
Martinez, Isac	603138974
martinez, julian	603138748
MARTINEZ, MANUEL	603138764
Martinez De La Cruz, Cristian	603138709
marton, tyler	603139191
Mattos, Landon	603138803
Mattos, Tenaya	603139127
McKee, David	603139238
medeiros, gianni	603139252
Medina, Daniel	602549469
Mendez, Alex	603138768
Mendez, Jacquelyn	603139075
Mendez, Viviana	603138982
mendoza, salvador	603138890
Mercado, Kimberly	603261403
Mercado, Oscar	603139104
millentree, olivia	603139170



## FFA Membership

STUDENT NAME	FFA ID
Moessner, Andrew	603139100
Monico, Aaron	603138889
Moniz, Tracy	603138654
Morales, Jose	603138971
Morris, Ryder	602549452
Mosqueda, Brianna	603139062
Mosqueda, Perfecto	603139258
Moss, Ryan	602549391
Moths, Richelle	603138682
Munoz, Alejandro	601823526
Muthana, Saeeda	603138834
Nascimento, Lizzy	603138881
nava, jacqueline	603138981
Nava Urbach, Brenda	601357595
nichols, reece	603139220
Nuno, Paola	603139231
ochoa, carlos	602549370
Ochoa, Jesus	603138723
Olide, Tony	603138879
Orion, Kerina	603138859
Ornelas, Angel	603139211
Ortega, Arutro	603138911
Ortiz, Israel	603261383
Ortiz, Lisette	603138787
pace, isabella	603261398
Padilla, Max	603139031
palacios, brian	603138717
Paredes, Isai	603138777
partida, bryson	603138691
Peral, Joaquin	602549466
Peral, Maritza	603138687
Pereira, Antone	603138744
perez, alexis	603138662
Perez, Alyssa	603139180
Perez, Amaya	601357610
perez, giovanni	603138956
Perez, JONATHAN	603138665
Perez, Sarah	603261409
Perez Barajas, Ariel	600977773

## FFA Membership

STUDENT NAME	FFA ID
Perry, Devin	603139244
Pineda, David	603139070
Pope, Treasure	603138751
Powers, Tyler	601357617
Pulido, Adrian	602549361
rabenberg, logan	603139133
Ramirez, Omar	603138931
Ramirez, Victor	603139085
Ramos, Albert	553264306
Ramos, Nicandra	603139076
Reeves, Bryant	601823547
Refaeil, Anita	603138907
Renteria, Martin	603139057
Revuelta, Axel	603138809
Reyes, Antonio	601357627
Reyes, Joshua	603139243
Reyna, Julian	602549394
Reynoso, Hector	603138925
Rios, Jessica	602549431
Rodin, Ronald	603138781
rodriguez, Alina	603138778
rodriguez, angel	603139114
Rodriguez, Bryanna	601822935
roman, victor	603138806
Romeo, Joseph	601357634
romero, apolonia	603138677
Romero, Janessa	603139088
Romero, Larry	603139011
Rosael, Angel	603138780
Rosas, Hector	601357638
Rosas, Liliana	603138755
Rueda, Daniel	601357640
Sabin, Deven	603138792
Salas, Ulysses	603139206
Salazar, Grember	603139198
Salyer, Zandria	603139240
salyer, zane	603139096
Sanchez, Miguel	603138808
Sanchez, Saulo	601357646

STUDENT NAME	FFA ID
sandoval, michael	603139126
Sangster, Stephanie	601357647
santos, devin	603138841
Sarhad, Tristan	602549395
Sayers, Justin	603138799
Seals, Adam	601821974
Sepulveda, Briana	602549390
Sequeira, Gage	603138905
Sequeira, Melyssa	603138695
shamoon, ayanna	603139256
sharma, vishaant	603139129
Shelton, Michael	603138812
Silveira, Joseph	601357651
simmons, jacob	603138842
simoese, makaylah	603138966
Sims, Brionna	602549461
Singh, Arwinder	603139130
Sisk, Maddissen	602549456
Sisneros, robert	601821984
Sitala, Noah	603138916
Slinker, Kaylee	601822389
Smeese, Emerson	602549387
Smith, Dayon	602549392
snider, dylan	603139209
solano, isaac	603138878
Sopko, Matthew	602549471
soriano, Ivan	603139150
Soriano, Kyle	603261386
Souza, Kekoa	601822391
Souza, Russell	601357657
Stallings, Curtis	603139055
Suarez, Diana	603139012
Teixeira, Alexa	603139059
Thomson, Carlee	601357661
Thomson, Ty	601822392
Thonn, Jonavan	603139222
Torres, Montserrat	601822395
Tucker, Alexis	603138725
Urena, Leslie	603261399

## FFA Membership

STUDENT NAME	FFA ID
Valdez, David	603139218
Vanek, James	601822400
Vargas, Uriel	601357670
Vera, Marylin	602549344
Vleira, Dellah	601822405
Viesca, Mario	603139186
villet, etienne	603139132
Wade, Jenna	602549412
Welch, Jack	601822409
Westbrook, Carter	601822410
Wheeler, Ross	602549340
Whitehead, Sage	602549378
whitworth, ransom	603139160
Williams, Christian	603139109
Willming, Grace	601357677
Willson, Griffen	603261406
Wilson, Robert	602549417
Wood, Danny	602549385
Wood, Madison	601822414
Wright, Ethan	603138816
Wright, Mary	601357679
Yousefiyeh, Youhan	603138824
Zambrano, Miguel	603139029
Zimmer, Blake	603139251

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# Supporting Documents

19

## Travel Requests

## 19. Travel Requests

In the event we need to go on a trip for an FFA event that requires students to miss school and/or stay somewhere overnight that is out of district area, we need to submit the following paperwork.

- Excused List Request
  - Students not in good standing may not attend
- Permission Slip
- School Business Agreement







# Pitman High School

2525 W. Christoffersen Parkway  
Turlock, CA 95382  
(T)209-656-1592 (F)209-656-1639

Amy Curd, Principal

## STUDY TRIP REQUEST

School \_\_\_\_\_ Date of Trip \_\_\_\_\_

Grade or Groups \_\_\_\_\_ Approximate No. of Pupils \_\_\_\_\_

Kind of Educational Trip: Study \_\_\_\_\_ Performance \_\_\_\_\_ Conference \_\_\_\_\_ Walking \_\_\_\_\_

Objective for the trip: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Number of parents accompanying group: \_\_\_\_\_

Arrangements have been made with: \_\_\_\_\_

Whose address is: \_\_\_\_\_

Parking space for bus is available at: \_\_\_\_\_

Suggested place for lunch: \_\_\_\_\_

School cafeteria *will* \_\_\_\_\_ *will not* \_\_\_\_\_ be used on this date.

Bus request for: \_\_\_\_\_ (day) Date \_\_\_\_\_ Time of event \_\_\_\_\_

or \_\_\_\_\_ (day) Date \_\_\_\_\_ Time of event \_\_\_\_\_

Desirable departure time from school \_\_\_\_\_ a.m./p.m. Arrival time at school \_\_\_\_\_ a.m./p.m.

Teacher \_\_\_\_\_ Principal \_\_\_\_\_

Approved by: Heidi Lawler, Assistant Superintendent-Educational Services

**NOTE: Upon approval, the request will be returned to the teacher and principal.**



## SBA (School Business Agreement) Request

Name/s \_\_\_\_\_

Task Project \_\_\_\_\_

Where \_\_\_\_\_

Date/s (from – to) \_\_\_\_\_

Strategy # \_\_\_\_\_

Justification (over \$500.00) \_\_\_\_\_

Funding Source \_\_\_\_\_

# of Periods \_\_\_\_\_

Sub Needed ☐ Yes ☐ No \_\_\_\_\_

<u>Estimate of Expenses</u>	<u>Cost</u>
Substitute	\$ _____
Registration	\$ _____
Lodging	\$ _____
Meals	\$ _____
Travel: District or Private Vehicle	\$ _____
Air Fare or Bus	\$ _____
Other _____	\$ _____
Description of Other Expenses:	
_____	\$ _____
<b>TOTAL ESTIMATED EXPENSES</b>	<b>\$ _____</b>

\_\_\_\_\_  
Employee Signature Date

\_\_\_\_\_  
Department Head Signature Date

\_\_\_\_\_  
Principal Signature Date



## JOHN H. PITMAN HIGH SCHOOL

2525 W. Christoffersen Parkway  
Turlock, CA 95380  
(209) 656-1592

### STUDY TRIP PARENT PERMISSION FORM

Date \_\_\_\_\_

I give permission for my son/daughter, \_\_\_\_\_, to  
(name of student)

Attend \_\_\_\_\_  
(name of event and destination)

on \_\_\_\_\_ leaving at \_\_\_\_\_ and returning approximately \_\_\_\_\_  
(date) (time) (time)

I further hereby authorize a duly licensed physician or dentist to provide any and all emergency medical care in the event that this student becomes ill or injured while on this trip.

Students will be expected to fully cooperate with teacher and chaperones. **ALL SCHOOL RULES ARE IN EFFECT DURING THE ENTIRE TRIP.** Students who fail to abide by school rules will be subject to disciplinary action as outlined in the Pitman High School Student Handbook.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name of Emergency Contact Day of Event

\_\_\_\_\_  
Emergency Phone Number(s)

\_\_\_\_\_  
Health Insurance Carrier

\_\_\_\_\_  
Policy Number

### REQUEST FOR STUDENTS TO BE EXCUSED FROM CLASS

Teacher  Date

Reason for Absence

Date(s) of Student Absence

**\*List students in alphabetical order.**

**\*Check eligibility of EACH student (list in Registrars office)**

**\*Submit complete form INCLUDING ADMINISTRATIVE APPROVAL 2 days prior to the date of the event to:**

**ATTENDANCE OFFICE**

ID#	Last Name	First Name	Grade	Period(s)	Eligibility check

I have verified every student's eligibility. \_\_\_\_\_

Requests Approved by: \_\_\_\_\_

**Pitman FFA/Agriculture Department**

**Voluntary Excursion/Field Trip and Medical Authorization**

Dear Parent/Guardian,

Your child will have the opportunity to participate in voluntary off-campus field trips/excursions. These field trips are co-curricular activities sponsored by the California FFA Organization helping students achieve personal growth, career success, and premiere leadership. These activities may include but are not limited to:

- |                        |                   |                           |
|------------------------|-------------------|---------------------------|
| -animal/project visits | -hardware store   | -conferences/FFA meetings |
| -exhibitions/fairs     | -local businesses | -entertainment events     |

As stated in California Education Code Section 35330, I understand that I hold Pitman High School, its district agents and employees harmless from any and all liability or claims, which may arise out of or in connection with my child's participation in these activities.

In the event of an illness or injury, I do hereby consent to whatever X-ray, examination, anesthetic, medical, surgical, or dental diagnosis or treatment and hospital care are considered necessary in the best judgement of the attending physician, surgeon, dentist, and performed by and under the supervision of a member of the medical staff of the hospital or facility furnishing medical or dental services.

I fully understand that participants are to abide by all school rules and regulations for the duration of any trip. Any violation of these rules may result in the individual being sent home at the expense of his/her guardian and maybe denied the opportunity to participate in future activities of this nature.

STUDENT NAME: \_\_\_\_\_ GENDER \_\_\_\_\_

AGE: \_\_\_\_\_ GRADE: \_\_\_\_\_ SCHOOL ID NUMBER: \_\_\_\_\_ BIRTHDATE: \_\_\_\_/\_\_\_\_/\_\_\_\_

PHONE NUMBER: (\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_ STUDENT NUMBER: (\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_

ADDRESS: \_\_\_\_\_ CITY: \_\_\_\_\_, CA ZIP: \_\_\_\_\_

EMERGENCY CONTACT: \_\_\_\_\_ RELATION: \_\_\_\_\_

EMERGENCY CONTACT: \_\_\_\_\_

PRIMARY INSURANCE CO.: \_\_\_\_\_ POLICY NUMBER: \_\_\_\_\_

COMPANY PHONE NUMBER: (\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_ PHYSICIAN NAME: \_\_\_\_\_

FATHER NAME: \_\_\_\_\_ MOTHER NAME: \_\_\_\_\_

KNOWN ALLERGIES: \_\_\_\_\_

CURRENT MEDICATIONS: \_\_\_\_\_

I hereby give my consent for the above named student to go with and be supervised by a representative of Pitman High School on any field trip or item mentioned above. In case of emergency you are authorized to have the student treated and I authorize the medical agency to ender the treatment.

**WE HAVE READ AND FULLY UNDERSTAND THE PITMAN AG DEPARTMENT AGREEMENT**

\_\_\_\_\_  
PARENT SIGNATURE

\_\_\_\_\_  
DATE

\_\_\_\_\_  
STUDENT SIGNATURE

\_\_\_\_\_  
DATE

LAST NAME: \_\_\_\_\_

FIRST NAME: \_\_\_\_\_

GRADE: \_\_\_\_\_



# Supporting Documents

20

## CATA Membership

## 20. CATA Membership

I have been a paid member of CATA since the 2016-2017 school year. The rest of the department are also members of the CATA.







# Supporting Documents

21

Report to  
Administration

## 21. Report to Administration

Having full support of the school board and administration is an important element to Pitman's success. We constantly strive to keep the administration involved with everything we are doing. This year and annually we present to the School Board twice. Once at the beginning of the school year to promote our program goals for the year as well as present our officer team and the other for our end of the year banquet to invite board members/stakeholders. The site administration are always getting emails from our officer team about our activities and participation at events. This year we made it a goal for our administration to be more involved in our program and activities.





# Supporting Documents

22

## Five Year Acquisition Plan

## 22. Five Year Acquisition Plan

The five year acquisition plan outlines the planned purchases the department would like to get that would be a necessity for continued growth, success and development. The list is developed by the advisors then feedback is given by the advisory committee.

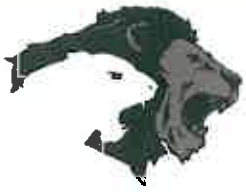


# Pitman Agricultural Education Department

## 5 Year Acquisition Schedule

### Horticulture

	Item	Acquisition Description/Benefit	How will it be obtained?
2016-17	Floral Cooler	Enhancement of our horticultural poathway by being able to teach students managements and handling of flowers as well as store our own arrangements	CRAECPC Grant
2017-18	Shade House	Re-vamp our storage area for plants to progress our horticulture pathway	AIG/CTE
2018-19	Planter boxes	Have the ability to have more space for students to grow plants on campus as well as at the school farm for SAE projects	AIG/CTE
2019-20	Greenhouse	Have the ability to have more diversity for students to grow plants on campus as well as at the school farm for SAE projects	AIG/CTE
2020-2021	Forklift	Be able to move and store soil totes, stoarge bins, plants, pallets, etc. for shade house and greenhouse operation	AIG/CTE



# Supporting Documents

23

## Current Operating Budget for Department

## 23. Current Operating Budget for Department

At the end of each year the department chairs request what they will need the next school year. The money for the school year is disburse within the first month of school. Each department gets a certain amount from their site. The department chair then has the responsibility to use that money as necessary for your department. Being a class within the Career Technical Education realm we also get other sources of money. The district money (AIG, Perkins, CRAECPC Grant) are all handled through our CTE Director. We request what we need and when then they tell they sites yes you have money for that or no you don't. Also, each class has their own ASB account for their class. For example I have ASB money for my Floral Design and Horticulture classes. I can use this money to buy supplies or things for my class as needed but I have to fundraise myself for that money. The student FFA ASB account is monitored by the FFA treasurer as well as the FFA Advisor (Luke Gocke). They manage the student's funds and process that money for conferences as well.



Pitman FFA  
2017-18 School Allocated Funds  
\*\*\*Proposed Budget\*\*\*

Subs	Days	# of Subs	Cost	Total
Greenhand Conference	1	2	120	\$ 240.00
New Professionals	2	1	120	\$ 240.00
Fall CATA Road Show	1	3	120	\$ 360.00
MFE/ALA	1	2	120	\$ 240.00
Regional Speaking Contest	1	1	120	\$ 120.00
State Speaking Finals	1	1	120	\$ 120.00
State Conference	3	3	120	\$ 1,080.00
State Finals	1	3	120	\$ 360.00
Miscellaneous Emergency Days	9	1	120	\$ 1,080.00
<b>Sub Total</b>	<b>\$ 3,840.00</b>			
Department Office Supplies				
<b>Sub Total</b>	~300.00/teacher			<b>\$ 900.00</b>
Classroom Supplies				
Shop Classes				\$ 500.00
Science				\$ 500.00
Horticulture				\$ 500.00
<b>Sub total</b>				<b>\$ 1,500.00</b>
Fuel				
Travel for FFA/SAE/CATA				\$ 1,000.00
Extra				\$ 1,760.00
<b>Total</b>				<b>\$ 9,000.00</b>



---

AIG-CTE

## Anticipated FFA/SAE Costs

### Pitman FFA 2017-2018

#### SAE

Fair		
Supplies, bedding, shavings, other expenses	\$ 2,000.00	FFA

#### FFA

FFA Meetings		
\$200/meeting for decorations, food, supplies, etc.	\$ 1,600.00	FFA
Dec Banquet		
Cake, decorations, supplies, awards, etc.	\$ 400.00	FFA
May Banquet		
Cake, decorations, supplies, awards, etc.	\$ 2,000.00	FFA
State Conference		
Registration, hotel rooms(\$2,099.70), travel, advisor fees, etc.	\$ 5,000.00	AIG/CTE
GLC		
Freshman Leadreship conference for 15 kids	\$ 600.00	FFA
MFE/ALA		
Upper Classmen leadership conference for 17	\$ 2,000.00	FFA
COLC		
Officer Team Training	\$ 200.00	FFA
CATA Fall		
Professional Development	\$ 800.00	AIG/CTE
CATA Spring		
Professional Development	\$ 110.00	AIG/CTE
CATA Summer Conference		
Professional Development	\$ 4,000.00	AIG/CTE
Field Days		
Student career development Events	\$ 5,000.00	FFA
FFA Speaking Events		
Student career development Events	\$ 700.00	FFA
Camp Sylvester		
Leadership training event	\$ 800.00	FFA
Sectional Dues		
Sectional Membership dues for FFA	\$ 200.00	FFA
FFA Total	\$ 15,500.00	
Grand Total	\$ 25,410.00	
2016-17 Fundraising/Donation Amounts		
Cookie Dough Fundraiser, Drive Thru BBQ x2	\$ 11,773.00	

\$ 9,910.00

cte/aig 9302 2000conf  
1000 travel  
1636 transport

Left as of 2/14/18	\$ 2,707.97
--------------------	-------------

Subs	Days		
G S	0.5	MJC Job Fair	\$ 120.00
A	1	UC Davis Parli Pro	\$ 120.00
G	0.5	Turlock Chamber	\$ 60.00
S	2	New Professionals	\$ 240.00
G	0.5	Chatom Ag day	\$ 60.00
S G	1	Occupational Olympics	\$ 240.00
A	1	Regional Parli Pro	\$ 120.00
A	0.5	Brown	\$ 60.00
A	2	State Speaking	\$ 240.00
A S	3	State Convention	\$ 720.00
G	1	Cal Poly	\$ 120.00
G	1	TJHS Recruitment	\$ 120.00
Lowes			\$ 400.00
<hr/>			
Sub total			\$ 2,620.00

Left	\$ 87.97
------	----------

Days Gone for FFA things Feb-May

G	S	A	
	4.5	7.5	8.5

<i>Balance on 2/26/18</i>		\$ 10,969.12	
State conference Registration	\$ 2,985.00		
State Conference Payment		\$ 3,900.00	
State Conference Hotel	\$ 2,800.00		
Chico	\$ 450.00		waiting for final on reimbursement
Fresno Hotel	\$ 900.00		
Davis Hotel	\$ 400.00		
Cal Poly	\$ 1,125.00		
Parli Pro Registration	\$ 376.00		not including anything after merced
Dairy Products Registration	\$ 136.00		not including anything after merced
Agronomy Registration	\$ 28.00		not including anything after merced
Welding Registration	\$ 200.00		not including anything after liberty ranch
Banquet	\$ 2,000.00		
<b>Total</b>	<b>\$ 11,400.00</b>	<b>\$ 14,869.12</b>	
<i>Left after above payments</i>		\$ 3,469.12	
2018 Officer Retreat	\$ 2,000.00		
2018 GLC	\$ 600.00		
2018 COLC	\$ 200.00		
2018 Sylvester	\$ 800.00		
2018 O & C	\$ 250.00		
2018 Corn Maze	\$ 400.00		
	\$ 4,250.00	\$ 3,469.12	
		\$ (780.88)	



# Supporting Documents

24

## Budget Process

## 24. Budget Process

There are three different ways to process money and get money for your budget. If you want to get something from the site allocated funds all paperwork needs to go through the department chair. If you have a request for the ASB accounts that needs to go through the department chair or FFA advisor. Any funds from the state or federal level need to be processed through the district office. Most all request start and end with the department chair.



**PITMAN HIGH SCHOOL**  
**ASSOCIATED STUDENT BODY**  
**PURCHASE ORDER REQUEST FORM**  
***(this is NOT a valid P.O.)***

ACCOUNT NAME: Floral Design DATE: 5/7/08 DATE Required: 5/7/18 ACCT NO. 806

PURCHASE ORDER TYPE: **One Time Purchase Order**

**Vendor Information:**

Name: Modesto Floral Supply  
Address: 4418 McHenry Ave,  
City/State/Zip: Modesto, CA 95356  
Phone No. (209) 526-1951

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL
1	Mother's Day Arrangements	\$ 200.00	\$ 200.00
			\$ 0.00
			\$ 0.00
			\$ 0.00
			\$ 0.00
			\$ 0.00
			\$ 0.00
			\$ 0.00
			\$ 0.00
			\$ 0.00
			\$ 0.00
			\$ 0.00
			\$ 0.00
			\$ 0.00
			\$ 0.00
			\$ 0.00
			\$ 0.00
			\$ 0.00
			\$ 0.00
			\$ 0.00
1			\$ 200.00

REQUESTED BY: Nicolette Schiber

**RETURN THIS COMPLETED FORM TO THE ACTIVITIES OFFICE TO GENERATE  
A NUMBERED P.O. BEFORE ORDERING ITEMS!**



2525 W. CHRISTOFFERSEN PKWY.  
TURLOCK, CA 95382 - PHONE 656-5100

± 80

SHIP TO: Same as above unless specified.

brooks &

Department

[illegible]

Our Purchase Order Number must appear on all invoices, shipping papers & packages.

Luke Lock

Authorized Signature

White Copy - Vendor

Yellow Copy - Department

REQUISITION FOR PAYMENT  
PITMAN HIGH SCHOOL  
ASSOCIATED STUDENT BODY

P.O. \_\_\_\_\_

Account No. \_\_\_\_\_

PAYABLE TO \_\_\_\_\_

ADDRESS \_\_\_\_\_

ACCOUNT NAME \_\_\_\_\_ Amount \$

PURPOSE \_\_\_\_\_

DELIVER CHECK TO:  
(Check one)

FACULTY ADVISOR \_\_\_\_\_  
MAIL CHECK \_\_\_\_\_  
OTHER \_\_\_\_\_

FOR OFFICE USE ONLY:

CHECK No. \_\_\_\_\_

DATE OF CHECK \_\_\_\_\_

ACCOUNT No. \_\_\_\_\_

By \_\_\_\_\_

\_\_\_\_\_  
Authorized Faculty Advisor

DATE \_\_\_\_\_

\_\_\_\_\_  
Activities Accounts Technician

DATE \_\_\_\_\_

\_\_\_\_\_  
ASS Treasurer

DATE \_\_\_\_\_



# Supporting Documents

25

## Chairperson's Duties and Responsibilities

## 25. Chairperson's Duties and Responsibilities

The department chair is responsible for being the representation for the department on campus. They are required to submit the budget, facilitate conversation among department and administration as well as represent the department's interest at staff meetings.





# Supporting Documents

26

## Chart of Responsibilities

## 26. Chart of Responsibilities

Each summer the department gathers together for a post year reflection and pre-year preparation. One item on the discussion list is who will be doing what or responsible as the lead for what events this school year. During this portion we go over events, roles, responsibilities, and calendar. The chart of responsibilities serves as a guide and reference throughout the school year.



**Pitman High School  
Agriculture Department  
2017-18 Chart of Responsibilities**

	Amador	Gocke Dept Chair	Schiber
<b>Courses</b>			
Ag Geo Science	x		
Ag Biology	x		
Floral Design			x
Viticulture			x
Ag Engineering		x	
Ag Welding		x	
Environmental Horticulture Science			x
<b>SAE Projects</b>	<b>Amador</b>	<b>Gocke</b>	<b>Schiber</b>
Beef			x
Swine	x		
Dairy		x	
Sheep		x	
Goats		x	
Poultry		x	
Rabbits	x		
Horse			x
O.H.			x
Ag Mechanics		x	
<b>CDE Events</b>	<b>Amador</b>	<b>Gocke</b>	<b>Schiber</b>
Dairy Products	x		
Agronomy			x
Ag Welding		x	
Parli Pro	x		
Job Interview			x
Inpromptu		x	
Extemporaneous	x		
Prepared			x
FFA Creed		x	
<b>Expositions and CDE Contests</b>	<b>Amador</b>	<b>Gocke</b>	<b>Schiber</b>
County Fair	x	x	x
Merced Welding Field Day		x	
Merced Field Day	x		

Chico State Field Day (Tentative)	x	x	x
Parli Pro Contests (ALL)	x		
Fresno State Field Day	x	x	x
MJC Field Day	x	x	x
State Finals, Cal Poly SLO	x	x	x
Sectional Super Day (January)	x	x	x
Project Competition	x	x	x
Proficiency Awards		x	
<b>FFA Events</b>	<b>Amador</b>	<b>Gocke</b>	<b>Schiber</b>
Greenhand Conference	x		x
MFE/ALA		x	x
State Convention	x	x	x
National Convention	x		x
Camp Sylvester	x		x
COLC		x	
<b>CATA/FFA Events PAPERWORK</b>	<b>Amador</b>	<b>Gocke</b>	<b>Schiber</b>
State CATA Conference		x	
Fall Regional CATA		x	
Spring Regional CATA		x	
SLE		x	
Greenhand Conference		x	
MFE/ALA		x	
COLC		x	
Camp Sylvester	x		x
Super Day		x	
Field Days		x	
Opening and Closing		x	
Sectional Ice Skating		x	
Sectional Luau		x	
Officer Retreat	x	x	x
<b>Fundraisers</b>	<b>Amador</b>	<b>Gocke</b>	<b>Schiber</b>
Placemat Ads	x	x	x
Fall Drive Thru Fundraiser	x	x	x
Spring Drive Thru Fundraiser	x	x	x
Pitman FFA Steak & Oyster	x	x	x
<b>Chapter FFA and Officer Meetings</b>	<b>Amador</b>	<b>Gocke</b>	<b>Schiber</b>
August-	x	x	x
September --	x	x	x
October-	x	x	x



November --	x	x	x
December --	x	x	x
January --	x	x	x
February --	x	x	x
March --	x	x	x
April --	x	x	x
Officer Applications		x	
FFA Banquet	x	x	x
Ag Advisory Committee	x	x	x
Department Meetings	x	x	x
Department Paperwork			
AIG Report		x	
AIG Application		x	
Department Budget		x	
Conference Requests		x	
Office Supply Order		x	
R-2 Report FFA Roster	x	x	x
CATA Outstanding Young Teacher		x	
State Superior Chapter Awards		x	
CATA Don Wilson & FFA Star Advisor		x	
Scholarships	x	x	x
Facility Requests		x	
Transportation Requests		x	
SBAs		x	
Study Trip Requests		x	
Purchase Orders		x	
FFA Jacket Orders	x	x	x
Finances	Amador	Gocke	Schiber
O.H. #456			x
Floral #806			x
Viticulture #818			x
FFA #431	x	x	x
Foundation Account #454		x	
Ag Shop #801		x	
Ag Welding #813		x	
Turf Grass/Small Engines #814		x	
Facilities/Equipment/Vehicles	Amador	Gocke	Schiber
H101	x		
D101		x	
D104		x	

D105			X
Truck/Suburbans	X	X	X
Trailers	X	X	X
Vineyard			X
Garden/Turf Plots			X
Shade Structure			X
Greenhouse			X
Turlock Unified School Farm	X	X	X
Sheep/Goat/Beef Farm Facility		X	X
Swine Farm Facility	X		
<b>School/Community Activities</b>	<b>Amador</b>	<b>Gocke</b>	<b>Schiber</b>
Back to School Night	X	X	X
Osborn Animal Day			
Occupational Olympics	X	X	X
Livestock Boosters Liason w/ Alumni		X	
Articulation Agreements	X	X	X
Chapter POA -- Lead		X	
8th Grade Recruitment	X	X	X
Chatom AgDay		X	
Ag Edventure		X	
Senior Awards Night		X	
Think Pink Thursday		X	
FFA Day	X	X	X
Staff Burrito Breakfast	X	X	X



# Supporting Documents

27

## Substitute Teacher Procedure and Plans

## 27. Substitute Teacher Procedure and Plans

The protocol for getting a substitute teacher is as follows:

- Create an absence using Aesop, the online sub system
- Complete a Teacher Absence Slip and submit for school record

I will leave the sub plans in my “Sub Binder.” I keep track of all my plans and have the sub fill out reports on how the day went. I leave an assignment for each class period and keep the assignments organized in separate folders.



## PROCEDURES FOR TEACHER ABSENCES

<p><b>Unanticipated Absences</b></p>	<p><u>Unanticipated absences</u> such as illness, personal emergencies, bereavement, etc., should be reported into AESOP by calling 1(800)942-3767 from any touch-tone telephone or by logging onto AESOP at <a href="http://www.FrontlineK12.com/Aesop">www.FrontlineK12.com/Aesop</a>. Please keep this number and website confidential. Calls and web entry may be made 24 hours per day. <u>Morning calls should be made no later than 6:30AM</u> so there is sufficient time for a substitute to be contacted.</p> <p><b>NOTE: Absent teachers are to call in daily by 2:00PM to report whether you will or will not return the following day.</b></p> <p>Please refer to the white instructional booklet or green card for the procedure on utilizing the systems. Please also protect your Personal Identification Number and do not divulge it to unauthorized person. Your PIN allows you to access the system and identifies you in the system's memory as the person reporting or cancelling your absences. If you need any additional information or assistance regarding these systems, please check with the Administrative Assistant. <b>PLEASE KEEP YOUR PIN IN A PLACE WHERE YOU CAN FIND IT.</b></p>
<p><b>Anticipated Absences</b></p>	<p><u>Anticipated Absences</u> such as school business, in-lieu compensatory time off, Advance Notification Personal Necessity Leave, and requests for payroll deduction are only to be taken with prior approval of the Administration. For anticipated absences, the Administrative Assistant or Personnel Office will call into the Automated Substitute System to request a substitute. In unusual situations, you may be instructed to call or log in the absence into the system. Please report these absences to the Administration as far in advance as practicable in order to determine if sufficient substitutes will be available on the requested date,</p> <p>A Record of Absence form <b>must</b> be filled out whenever you are absent for illness, school business, etc. A Record of Absence form is to be turned in upon your return to work if not completed prior to the time off.</p> <p>Many of our employees do not understand their rights and obligations regarding Personal Necessity Leave. Some employees have experienced considerable inconvenience after learning that their request for PN Leave has been denied. Others have faced payroll deduction and possible disciplinary action by taking PN Leave without appropriate prior approval.</p> <p>The Districts' contracts with CSEA, TAFT, TC-AFT, and TTA all provide for varying types of Personal Necessity Leave. Prior "notification" is always required before you take PN Leave. In many cases prior "permission" is also required. It is always advisable to discuss your proposed PN Leave with Administration or the Administrative Assistant as far in advance as practicable.</p> <p>Please do not simply submit a written request and leave it on a desk. Please discuss the request directly with the Administrative Assistant or Administration and make sure that you get a specific answer before finalizing any plans for your absence. Never assume that your request has been granted without specific verification.</p> <p>In an emergency during non-school hours, contact the Administrative Assistant (ext. 1121). They will call for a substitute and find immediate coverage until the substitute arrives. Emergencies are normally limited to deaths of immediate family, serious illness in immediate family, accidents involving persons or property of immediate family, or required court</p>

	<p>appearances. Advance permission is not required for such leaves, but advance notification is required.</p> <p>For more detailed information regarding your specific rights and obligations, please refer to the contract for your specific bargaining unit. You may also wish to seek further clarification from your bargaining unit representative, your Principal, or the Personnel Office.</p> <p><b>Frequently substitutes are not prepared in the field in which they are asked to assist. <u>This makes it exceedingly important that each teacher keep a copy of his or her Lesson Plans and an up-to-date seating chart in the upper right hand drawer where they can be easily located. A list of daily duties and assignments shall be left for the substitute.</u></b></p> <p>An employee called for jury duty shall notify the Administrative Assistant or Administration immediately upon receipt of jury summons. If you are "on call"—come to work. Notification of return to work shall be made just as soon as the information is available to the employee.</p> <p>Employees shall be granted leaves of absence with pay for jury duty. Juror's fees, exclusive of mileage, received by an employee shall be deposited to the credit of the District. Make checks payable to "Pitman High School" and submit the Administrative Assistant.</p> <p>The District is under no obligation to grant requests for payroll deduction. Such requests must be made in writing as far in advance as possible to the Personnel Director. Requests will be considered based on 1) The employee has seldom or never previously requested payroll deduction absences; 2) The absence will have no significant impact on District services; 3) The absence is for an important reason; 4) No other forms of vacation, leave, comp time, etc., are available to the employee; 5) The leave is requested at least one week in advance.</p>
<p><b>School Business/Conferences</b></p>	<p><b>All dates to be absent for school business must be approved prior to making arrangement to insure availability of substitutes.</b></p> <p>If you are planning to attend a conference or even of any kind, you must submit a <u>Record of Absence</u> with a <u>Request to Attend Meeting/Conference</u> form <b>FOUR WEEKS</b> prior to the date of meeting/conference; <b><u>NO EXCEPTIONS!!! IF YOU FAIL TO SUBMIT THE COMPLETE AND PROPER PAPERWORK ON TIME, YOUR REQUEST WILL BE DENIED!!! IF YOU ARE NOT ATTENDING A CONFERENCE BUT RATHER A MEETING OR EVENT WITHOUT COSTS, REQUESTS TO ATTEND MUST BE MADE NO LATER THAT SEVENTY-TWO (72) HOURS IN ADVANCE. NO EXCEPTIONS!!!!</u></b> A Copy of the brochure or flyer advertising the conference is to be attached. Attach or email all <u>Purchase Orders</u> requesting pre-payment for registration fees, hotel and/or transportation costs. Purchase Orders must have documentation attached to support request for check.</p> <p>All travel arrangements are to be made through the District Office.</p>

# Turlock Unified School District

## Substitute Teacher Performance Report

Name of Substitute: \_\_\_\_\_ School Site: \_\_\_\_\_

Name of Regular Teacher/Grade: \_\_\_\_\_

Date of Substitute Assignment: \_\_\_\_\_

*A copy of this Performance Report will be forwarded to the Substitute Teacher.* This Performance Report may also be taken into consideration for the purposes of providing formal evaluations of substitutes. However, constructive criticism of the substitute's performance will not necessarily result in an unsatisfactory evaluation. This report is primarily intended to inform substitutes of the teacher's/evaluator's expectations of the substitute. Specific commendations and recommendations will be helpful to the substitute in having a better understanding of the expectations in the future. Substitute teachers are encouraged to contact site Principals or the Human Resources Office (direct contact with the teacher is prohibited) if further clarification or information is required. **Upon receiving this report substitutes will have received notice that multiple unsatisfactory reports may result in being blocked from substituting at specific sites and/or the District altogether. Conduct that is determined to be severe in nature or inappropriate for a public school setting shall result in immediate suspension from providing substitute services to the District. Recommendations for adverse employment action will be made on a case by case basis.**

1. Did the substitute follow teacher's lesson plan(s)?  
Yes ☐  
No ☐
2. Did the substitute assume any scheduled supervision duties per the lesson plan(s)?  
Yes ☐  
No ☐
3. Was the substitute expected to correct all work assigned for the day? Yes ☐ No ☐  
If yes, was it done? Yes ☐ No ☐
4. Did the substitute leave the classroom in good order?  
Yes ☐  
No ☐
5. Were attendance procedures followed?  
Yes ☐  
No ☐
6. Did the substitute leave a written report for the teacher?  
Yes ☐  
No ☐
7. What were the general comments provided by students regarding the substitute (provide specifics)? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

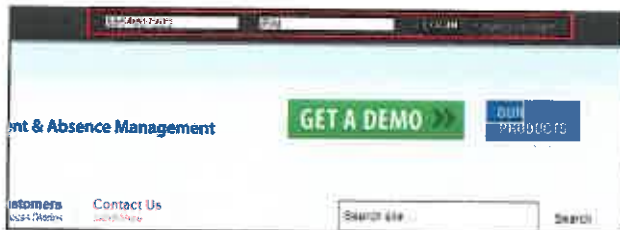
Additional Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature of Evaluator: \_\_\_\_\_ Date \_\_\_\_\_

# Employee Quick Start Guide for Aesop<sup>®</sup>

## Logging in on the Web

To log in to Aesop, type [www.frontline12.com/aesop](http://www.frontline12.com/aesop) in your web browser's address bar (on mobile devices, type [m.aesoponline.com](http://m.aesoponline.com)).



Enter your ID number and PIN, then click **Login**.

### Can't remember your login info?

If you're having trouble logging in, click the **Forgot your login?** link next to the "Login" button for more information.

## Creating an Absence

You can enter a new absence right from your Aesop home page under the **Create Absence** tab.

Fill out the absence details including the date of the absence, the absence reason, notes to the administrator or substitute, and more. You can also attach files to the absence from here.



When you've complete entering the absence details, click the **Create Absence** button.

## Managing your PIN and Personal Information

Under the "Account" tab, you can manage your personal information, change your PIN number, upload shared attachments (lesson plans, classroom rules, etc.), view absence reason balances, manage your preferred substitutes, and more in the "Account" tab.



# Employee Quick Start Guide for **Aesop**

## Getting Help and Training



If you have questions, want to learn more about a certain feature, or need want more information about a specific topic, click the **Help** tab to go to the Aesop Learning Center where you can search Aesop's knowledge base of help and training materials.

## Using Aesop on the Phone

Not only is Aesop available on the web, but you can also create absences, manage personal information, check absence reason balances, and more, all over the phone.

To call Aesop, dial **1-800-942-3767**. You'll be prompted to enter your ID number (followed by the # sign), then your PIN number (followed by the # sign).

Over the phone you can:

- Create an absence (within the next 30 days) – **Press 1**
- Check your absence reason (entitlement) balances – **Press 2**
- Review upcoming absences – **Press 3**
- Review a specific absence – **Press 4**
- Review or change your personal information – **Press 5**

If you create an absence over the phone, be sure to make note of the confirmation number that Aesop assigns the new absence for reference.



## Phone System Instructions for Employees

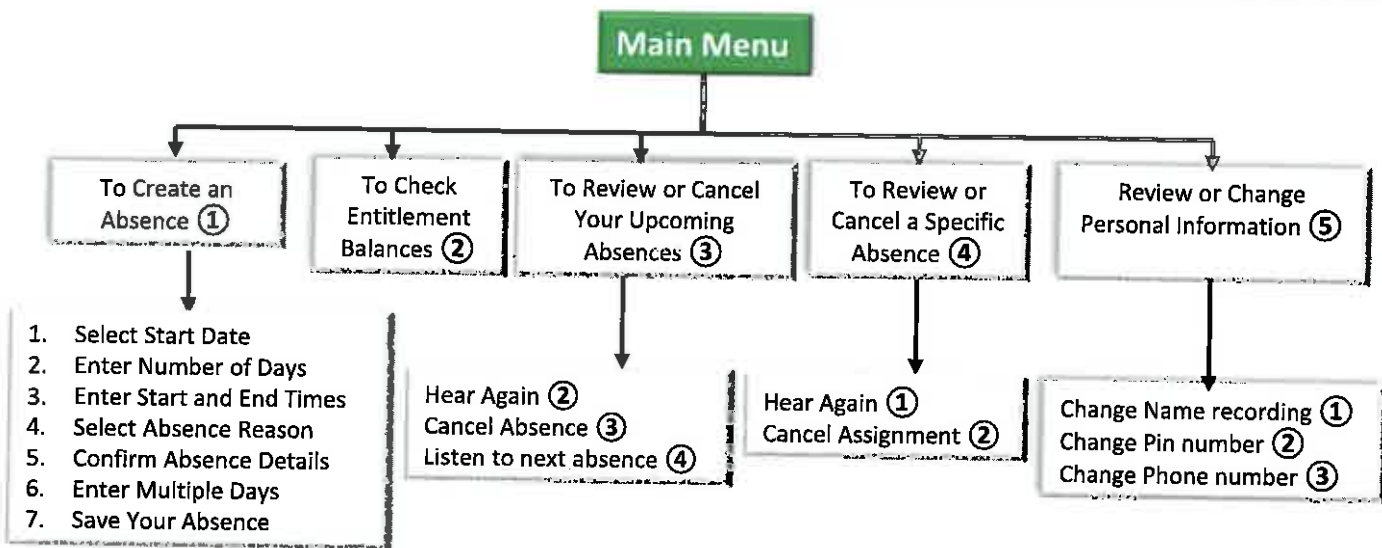
1.800.942.3767

### Learn how to:

- Create absences by phone
- Review Upcoming Absences
- Personalize the phone system

**FRONTLINE™**  
TECHNOLOGIES

[www.aesopeducation.com](http://www.aesopeducation.com)



## Aesop Phone Menu at a Glance

### When you call Aesop

#### To Review or Change your Personal Information, Press ⑤

- To review or change the recording of your name and title, Press ①
- To change your Pin number, Press ②
- To change your phone number, Press ③
- To return to the previous menu, Press \*

### Special Things to Note

- If Aesop prompts you, you will need to make a voice recording. This should only be your Name and Title:  
1. Name (First and Last Name)  
2. Title (Grade Level and/or Subject Matter)
- You can create an absence up to one month in advance on the phone.
- In the review menu, if a substitute has accepted your absence Aesop will read off his or her name.
- If you work at multiple school locations please refer to the Employee Web guide for detailed instructions.

Pressing the star key (\*) will always take you back one menu level anywhere in the phone system

1.800.942.3767

## When you call Aesop

1. Dial 1.800.942.3767
2. Enter your ID number followed by the pound key ('#')
3. Enter your PIN number followed by the pound key ('#')

### To Create an Absence, Press 1

#### 1. Select the Start Date

To enter an absence for:

- TODAY, Press ①
- Tomorrow, Press ②
- Another Day, Press ③
- Monday, Press ④

> If option ③ is selected then Aesop will prompt you to enter the DAY OF MONTH followed by the pound key ('#').

#### 2. Enter the number of days

#### 3. Enter the Start and End times

- For a Full Day, Press ①
- For a Half-Day in the Morning, Press ②
- For a Half-Day in the Afternoon, Press ③
- For Specific Start/End Times, Press ④
- » If option ④ is selected then Aesop will prompt you to enter time in "hh:mm" format and the choice of AM or PM.

- For example: 8:00 AM
- a. Enter "800" followed by the pound key ('#')
  - b. Press ① for AM or Press ② for PM

[www.AesopEducation.com](http://www.AesopEducation.com)

## When you call Aesop

#### 4. Select Absence Reason

#### 5. Confirm absence information

- If correct, Press ①
- To re-enter, Press ②
- To cancel, Press ③

#### 6. For a multiple day absence

1. Enter the day of month followed by the pound sign ('#')
2. Aesop will ask the following:
  - If the details are the same as the previous date, Press ①
  - To change some of the details, Press ②
  - To change all of the details, Press ③

#### 7. Save your absence

##### 1. If you can decide whether a sub is needed:

- If your absence requires a sub, Press ①
- If your absence does not require a sub, Press ②

##### 2. If you can assign a substitute:

- If you want to select a specific sub to assign to the absence, Press ①
- » **It is your responsibility to contact the sub to see if they are willing to accept this absence PRIOR to assigning.**
- If you want me (Aesop) to find a sub, Press ②
- » If option ① is selected you will need to enter the sub's full 10-digit phone number.

1.800.942.3767

## When you call Aesop

When you have successfully created an assignment Aesop will play back the **confirmation number**.

### To Check Entitlement Balances, Press ②

Aesop will play back your entitlement balances.

### To Review or Cancel Your Upcoming Absences, Press ③

- To review your absences for the next 30 days, Press ③
- To return to the Main Menu, Press \*

**Aesop will read off all absence details:**

- To hear this again, Press ②
- To cancel this absence, Press ③
- To listen to the next absence, Press ④
- To return to the Main Menu, Press ⑤

### To Review or Cancel a Specific Absence, Press ④

Enter the confirmation number followed by the pound key ('#').

**Aesop will read off the absence details:**

- To Hear again, Press ①
- To cancel this absence, Press ②
- To return to previous menu, Press ③

Available 24/7

**Turlock Unified School District**  
**CERTIFICATED RECORD OF ABSENCE**

NAME \_\_\_\_\_ SITE \_\_\_\_\_

DATE(S) \_\_\_\_\_

TOTAL TIME OFF \_\_\_\_\_ DAYS

**REASON FOR ABSENCE**

ILLNESS OR INJURY	_____
PERSONAL NECESSITY	_____
ADVANCE NOTICE LEAVE	_____
INDUSTRIAL ACCIDENT LEAVE	_____
BEREAVEMENT LEAVE	_____
JURY DUTY	_____
SCHOOL BUSINESS	_____
PAYROLL DEDUCTION	_____
PAYROLL DIFFERENTIAL	_____
IN-LIEU	_____

**EXPLANATION OF ABSENCE**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

SIGNATURE OF EMPLOYEE \_\_\_\_\_ DATE \_\_\_\_\_

SITE ADMINISTRATOR/SUPERVISOR SIGNATURE \_\_\_\_\_

## 8/25 Sub Plans

All classes know what to do when they get into class. Prompt them to take out their packets and fill out their objective and questions/answer them. The google slides for the day will be on on powerpoint and will go in order for the whole day.

Horticulture (1): they will need chromebooks or book to do assignment

- Students will come in and start filling out their packets.. Remind them to turn them in today!
- After they are done have them get their notebooks and start working on the tool and floral ID.. tell them they are making up the tool ID from yesterday since they did not have them. The little pictures are cut out and in the horticulture folder on desk. Have BRANDON be your helper getting glue sticks out. He needs a leadership role in the class.
- Once they are done hand them the vocabulary packet to fill out. This should be done by the end of the period and they are allowed to use the Chromebook cart by the front door. Make sure they put them away when done and plug them in.

Floral Design (2 and 3): they will need chromebooks or book to do assignment

- Students will come in and start filling out their packets.. Remind them to turn them in today!
- After they are done have them get their notebooks and start working on the floral ID. The little pictures are cut out and in the floral design folder on desk.
- Once they are done hand them the vocabulary packet to fill out. This should be done by the end of the period and they are allowed to use the Chromebook cart by the front door. Make sure they put them away when done and plug them in.

Viticulture (6):

- Good Luck with this class, they will be loud and off task. Please feel free to send anyone out if you need to.
- They are working on their american viticultural area presentation on the chromebooks. Every person should have a chromebook and be working on the google slides together with their partner. I told them it needs to be done by the end of the period because they tend to get off task. If you catch them playing games on the computer give them a warning and stand by them til they finally stop, or send them out. It's up to you. The two who will be playing games are Joey and Kevin. Have them put the chromebooks away correctly and plug them in.

Farm Management (7):

They will be watching a netflix documentary called **Sustainable**. I take this class to the school farm everyday so when they are in class I usually let them just sit there and relax, they can have their phones out during the documentary. Let them know that if they need a chromebook to look up information for the school farm that they can. Netflix info if you get logged out it:

[kschiber@gmail.com](mailto:kschiber@gmail.com) password: ffarocks28

## 10/6 Sub Plans

Hello and thank you for subbing for me today! My classes are EXTREMELY low key, except for sixth period but I will explain further down the sub plan.

**1st period, Horticulture:** Please have Martin and Brandon water the plants outside in the shadehouse. This should take them no more than 4 minutes at the beginning of the period. After you take roll there will be poster paper on the front table, have the students use crayons/colored pencils to complete a poster in pairs. The poster they create should look similar and should follow the handout on the teacher's table. They will have the whole period to complete this.

**2nd/3rd period, Floral Design:** please have the student do their blog write ups in their floral notebooks. A few students need to take their test during the period. Their names are listed on the sticky note on the floral design folder on the teacher's desk. They will complete this all period. They did a phenomenal job this week and these classes are AMAZING so I will have them work on it while they watch the rest of finding dory. I will have it up on the screen for you.  
Helpers: 2nd: Carolyn, Mariah, Melissa Earn  
Helpers 3rd: Hailey, Alizabeth, Jaycee, Kerina

**4th, Pride time:** Have the students either play Ninja outside by the shade house or they can do a study hall inside. Tell them I am sorry I was not there to do the activity with them!

### 5th Prep!

**6th, Viticulture:** This class is extremely difficult so don't feel defeated after the period is over. It is filled with football players and they are all friends so they are hard to control but they are very nice. Please have them finish their cootie catchers from yesterday (Shawn and Ross) know how to complete them and they will listen to them. After that please have them play with the cootie catchers using their academic vocabulary.

**7th, Farm Management:** This is the best class of the day with the best students. I usually take them to the farm everyday out on Taylor Rd. and they work all period. This class you can have them just relax, they've been working hard taking our summer crops out. Dallas and James will probably ask to go to Mr. Gocke's shop class and they can go do that. The rest of the class can stay in and watch a movie of their choosing on netflix or play on their phones or work on homework.

If you need to get on the aeries or computer my username and password is  
nschiber  
N1s9c9p3

If you need anything please feel free to call me 209-485-4933

## 12/5 Sub Plans

Literally all of my classes had a horrible day yesterday so be hard on them.

**First period** will be cleaning outside and inside the classroom. I have a super important person coming to review our ag department and it needs to be spotless. Some items that need to be organized include:

- Radishes thrown away
- Take all of the christmas greens inside the class and put them outside in the yellow bin (nice and neat)
- All of the christmas greens outside need to be nicely placed in the yellow bin outside as well
- All of the buckets need to be stacked in the shade house under the benches
- Clean and organize the shadehouse as much as possible
- Clorox wipe the group of tables that the christmas greens were on.
- Clorox wipe the back counters to get all of the paint off
- Dump the ice chests in the shade house and stack them somewhere out of the way or that looks nice
- Throw away all of the veggies on the middle table in the shadehouse

Basically just use your judgement to make sure everything is clean. If andrew (the redhead) is tardy mark him tardy. If he and Eric don't do work and aren't productive.. Go ahead and give them the assignment that I am giving third and fourth period.

**Second and Third Period** will be doing the respect assignment on the desk. They are getting a little out of hand so they need a lesson on respect. No wreath making today no matter what they say. All students have to do this (dallas and the boys will say they have to go take down float stuff) don't let them. They are not allowed to talk the entire period. (this is like the first time i've been hard on them so they will probably throw a fit)

**Pride time** will be a free day, they can work on homework or clean outside/inside.

**Sixth Period** will be doing the assignment on the last page of their packet. They will need the big viticulture book to do this assignment. There are stamps in the second drawer to the left of where you sit. Go ahead and stamp them if they are done at the end of the period. If they are not don't stamp.

**Seventh period:** if I am not done by this period then have them just hang out or do whatever.. I will try to make it back in time to take them to the farm

Text me if you have any questions! :) Enjoy your day!!



Teacher's Name     Nikki Schiber    

**Lesson Title: Chapter 3 test**

**I. Identification**

Course title: Ag. Bio

Teaching unit: Chemistry of Cells

CDE Standards Addressed:

Lesson number in this unit: 1

Length (time): 50 min

Best month: any

- II. Specific Instructional Objective(s) (All three components):** At the end of the period, students will complete their chapter 3 test and begin working on the vocabulary for Chapter 4.1

**III. Equipment, materials, supplies, books, resources needed for this lesson (attach handouts):**

Chapter 3 test- 1 per student

Vocabulary Packets- 1 per student

Magic School Bus: Goes Cellular video and half sheet

**IV. Academic Language:**

passive transport,  
diffusion,  
concentration gradient,  
equilibrium,  
osmosis,  
hypertonic solution,  
hypotonic solution,  
and isotonic solution

**V. Teaching procedures:**

- a. **Anticipatory set:** Due today: DR/AR Cell Features. Wednesday DR/AR Cell Organelles due. Today is a closed book, no notes test on Chapter 3 Sections 2 and 3. Students can have 5-10 minutes to study before the test begins. When they are done with the test, have them pick up a Vocabulary packet Chapter 4.
- b. **Stated objective(s):** Today we are going to be taking Ch. 3 test and beginning the vocabulary for Ch.4.



- c. **Purpose:** To wrap up Ch. 3 and begin learning about the way things move in and out of cells.
- d. **Input (presentation):**

Subject Matter (outlined)	Teaching Methods
<p>Today is a closed book, no notes test on Chapter 3 Sections 2 and 3. Students can have 5-10 minutes to study before the test begins.</p> <p>When they are done with the test, have them pick up a Vocabulary packet Chapter 4. On it they should write the vocabulary for Chapter 4.1 including:</p> <ul style="list-style-type: none"> <li>passive transport,</li> <li>diffusion,</li> <li>concentration gradient,</li> <li>equilibrium,</li> <li>osmosis,</li> <li>hypertonic solution,</li> <li>hypotonic solution,</li> <li>and isotonic solution.</li> </ul> <p>The vocabulary page is due Monday. When they are all finished there are two options. They can have time to work in their groups from Thursday and complete their cell organelle 'poster'. Students should have a mascot or flag with a slogan for their organelle. At the end of the period, give students 30 sec.-1min. to describe the following:</p> <p>Cell Organelle            What it does            Slogan they came up with            Why it's the best/most important organelle</p> <p>Have students vote for best organelle and that group will get a prize on Monday.</p> <p>Or- If there is enough time (25) minutes, on United Streaming under contents is the Magic School Bus: Goes Cellular video. Pass out the half sheets and play the video.</p>	<p>Time to study for test</p> <p>Hand out test, no notes, no book</p> <p>Begin working on Vocabulary for Ch. 4.1- due Monday</p> <p>Option 1: Continue on Cell Showdown from Thursday</p> <p>Students work in groups to create posters. 5-10 minutes from end of period have students present posters and vote on best.</p> <p>Things needed in the presentation:</p> <p>Option 2: Magic School Bus: Goes Cellular Video            Use if you have 25 minutes to watch whole video            Students fill out half sheet</p>

- g. Guided practice (application ... bullets or paragraph):**  
Vocabulary worksheet

**h. Quest activities (optional, if time permits):**  
Magic School Bus video

**i. Assessment (of lesson's objectives):**  
Chapter 3 test, vocabulary, magic school bus half sheet

**j. Closure (Synthesis, Prep for tomorrow.):**  
Monday is the beginning of filming for PACT. Remember we are going to be coming in and getting to work quickly. Have a wonderful weekend!

**k. Independent practice (homework):**  
Vocabulary Worksheet, Animal and Plant Cell coloring pages

**l. ELL / Special Needs**  
Students work in groups  
Allow extra time for test if needed



# Supporting Documents

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## Program Completer

## 28. Program Completer

The guidelines for a program completer is a student who is enrolled and active in the Agricultural Department all four years of high school. There isn't too much more to the process than that, which is an aspect for further evaluation and development. The students earn an FFA sash they wear and receive at graduation.





# Supporting Documents

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2 +2 Agreements

## 29. 2+2 Agreements

Pitman FFA has a few 2+2 Agreements with Modesto Junior College (MJC.) The Welding and Ag Engineering classes are both articulated with MJC. The floral design classes and horticulture classes just got accepted for a 2+2 agreement with Modesto Junior College and Merced College just accepted our bid for a horticulture 2+2 agreement. As a high academic school, we are trying to make our classes as appealing as possible for those College bound/AP students and we believe getting these classes 2+2 agreements it will increase our enrollment.





## 2+2 ARTICULATION / EARLY COLLEGE

435 College Avenue, Modesto, CA 95350 - (209) 575-7858

April 13, 2016

Pitman High School  
Rod Hollars, Principal  
Krista Vannest, Instructor  
Nicole Silvera, Instructor  
Luke Gocke, Instructor  
2525 W. Chubbuck Lane Hwy  
Turlock, CA 95352

### *Articulation Approved*

Greetings,

The articulation of AG 200A – Leadership in Agriculture / AG 3498 – Work Experience Agriculture with Pitman High School and Modesto Junior College has been approved and will be valid through summer 2019, once we receive the signed Early College / Tech Prep 2+2 agreement back from you. Please obtain all the appropriate signatures and return to our office:

Modesto Junior College  
Early College / Tech Prep 2+2  
435 College Avenue  
Modesto, CA 95350

Thank you for your interest and assistance.

If you have any questions, please do not hesitate to call the office at, 575-7858.

Sincerely,

Florida Arias  
Director  
ariasf@mjc.edu



## 2+2 ARTICULATION / EARLY COLLEGE

435 College Avenue, Modesto, CA 95350 • (209) 575-7858

April 13, 2016

Pitman High School  
Rod Hollars, Principal  
Luke Gocke, Instructor  
2525 W. Christoffersen Pkwy  
Turlock, CA 95382

### *Articulation Approved*

Greetings,

The articulation of AGM 210 – Agriculture Welding with Pitman High School and Modesto Junior College has been approved and will be valid through summer 2019, once we receive the signed Early College / Tech Prep 2+2 agreement back from you. Please obtain all the appropriate signatures and return to our office:

Modesto Junior College  
Early College / Tech Prep 2+2  
435 College Avenue  
Modesto, CA 95350

Thank you for your interest and assistance.

If you have any questions, please do not hesitate to call the office at, 575-7858.

Sincerely,

Flerida Arias  
Director  
ariasf@mjc.edu





## 2+2 ARTICULATION / EARLY COLLEGE

435 College Avenue, Modesto, CA 95350 • (209) 575-7858

Date: June 7, 2016  
To: Luke Gocke, Instructor  
From: Florida Arias / Nichole Lora  
Early College / Tech Prep 2+2  
Subject: Articulation Agreement

### Articulation Approved

Attached are copies of the articulation agreement for AGM 210 - Agriculture Welding and AG 349B - Leadership in Agriculture / AG 349B - Work Experience Agriculture at Pitman High School. The attached articulations will be valid through summer 2019.

Thank you for your efforts. Early College / Tech Prep 2+2 offers a great opportunity for high school students to earn college credits when they enroll at MJC. If you have any questions, please do not hesitate to call the office at 575-7858.



## 2+2 ARTICULATION / EARLY COLLEGE

433 College Avenue, Modesto, CA 95330 • (209) 575-7858

Date: June 16, 2016  
To: Luke Goeke, Instructor  
From: Myrle Arias/Nichole Loera *RL*  
Early College/Tech Prep 2+2  
Subject: Articulation Agreement

### Articulation Approved

Enclosed are copies of the articulation agreement for *EHS 50 - Beginning Ornamental Gardening* at Pitman High School. The attached articulation will be valid through summer 2019.

Thank you for your efforts. Early College/Tech Prep 2+2 offers a great opportunity for high school students to earn college credits when they enroll at MJC. If you have any questions, please do not hesitate to call the office at 575-7858.



# Supporting Documents

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## Reimbursement Process

## 30. Reimbursements Process

As a department we have made the decision to not use personal money to purchase school supplies so we don't need to go through the lengthy and difficult process for getting a reimbursement. If we use personal funds for something related to school it must be reimbursed through the ASB account as that process is much easier and efficient.

